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ABSTRACT

A project analyzed, designed, developed, implemented, and evaluated a training program that would enable Trans World Airlines flight service managers to develop effective communication skills. The instructional systems design process was used throughout. The analysis identified the need for communication training for the target population. Program design involved determination of learning objectives and tasks and planning of learning activities. The learning activity was developed using Gagne's nine instructional events. Three field trials were conducted during spring 1988. Formative and summative evaluations were conducted and resulted in some changes in the course. (Appended to the 81-page narrative are project materials, including information on the flight service manager training program, project planning outline, post learning questionnaire, and posttest. The three sets of instructional materials for the communications skills training course that were developed and revised are also provided. Contents of these sets include the objective, materials list, content outline, the instructional materials, role-playing materials, and masters for a situation sheet and observer checklist.) (YLB)

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THE SCHOOL OF MEDIA AND ARTS

of

NEW YORK INSTITUTE OF TECHNOLOGY

announces the

Final Examination

of

Katherine Hurst

for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

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A Communication Skills Training Course for Trans World Airlines Flight Service Managers

Abstract

This is a report and examination of the analysis, design, development, implementation and evaluation of an instructional development project addressing training for a major airline's cabin crew leadership. The designer applied systematic techniques to produce a learning activity package that provides specific skills for these crew members responsible for the overall management of the aircraft cabin and crew. The trainee's role is made more difficult because they do not exercise supervisory authority over those other crew members. The resulting module was incorporated into the regular Flight Service Manager training program. Although difficult to measure, implementation of the program is intended to maintain quality service for the flying public.

Tuesday, August 16, 1988 at 10:00 a.m.

in

Dean's Conference Room, French Chateau, Rm. 101
Old Westbury Campus
Old Westbury, NY

CE052189

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A COMMUNICATIONS SKILLS TRAINING PROGRAM FOR TRANS WORLD AIRLINES FLIGHT SERVICE MANAGERS

a

THESIS/PROJECT

by

KATHERINE HURST

submitted to the faculty of the
School of Media and Arts

of

NEW YORK INSTITUTE OF TECHNOLOGY

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

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A COMMUNICATION SKILLS TRAINING PROGRAM FOR TRANS WORLD AIRLINES FLIGHT SERVICE MANAGERS

by

Katherine Hurst

B.S. 1969, University of Tennessee

A Thesis/Project

submitted to the Faculty of the

School of Media and Arts

of the New York Institute of Technology in partial
satisfaction of the requirements for the degree of

Master of Science

August 13, 1988

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CHAPTER 1

INTRODUCTION

Overview

This document details the steps taken in the development and delivery of a training plan for Trans World Airlines. The process of Instructional Design was followed throughout. All procedures, instructional materials, and evaluation results are contained within this thesis project.

Background

The setting was a hotel room in New Orleans. The time was two o′clock in the morning. This designer was sleeping soundly when the ringing of the bedside phone jarred her awake. "It′s happened", the female voice stated. "We′re trying to get in touch with everyone. Will you phone the other members of your crew?" "Of course", I mumbled, knowing that those words had forever changed my world.

Words have a way of doing that sometimes. The spoken word has always been a powerful force of action throughout history. Wars have been started, and kingdoms have been lost, because of the spoken word. Mankind communicates with words and actions, and it is those words and actions which shape our lives. Communication is a catalyst. It gets things going. However, things do not always go the way we wish. Sometimes this is caused by poor communication habits.

In order for communication to succeed it must be clear, precise, and easy to understand. We communicate with each other for many reasons. One such reason is to stimulate an action of some kind in another person. When that fails to happen, it is safe to assume that the communication has failed.

Stimulating action, getting things done through others, is a function of the managerial role. It doesn't matter if the person responsible for group performance is called a supervisor, foreman, manager, lead, etc. What matters is that someone is accountable for the output of the group. That accountability may be designated by job title alone. It may be thrust upon individuals because of the leadership traits they exhibit when interacting with others.

Leaders generally know how to conduct themselves when interacting with others. Their power and influence stem from their ability to control emotions. When emotions become involved, the leader of the group is less likely to remain objective and goal centered.

Leaders are sometimes placed in the unpopular position of having to make decisions which are good for the group as a whole. Decisions for the whole often conflict with individual desires; and yet, the leader must integrate the desires of the individuals so that the group as a team may accomplish the goal. The team leader is a person who has a high concern for people and a high concern for productivity. People working for this type of leader often have a higher level of commitment as a result of their membership in such a group. The training project described in this paper was focused on the specific behavioral ways in which an effective leader communicates with group members. Communication is a tool which leaders use in order to accomplish their task--getting things done through others.

The course content of this project centers on three areas:

1. The identification of bad communication habits.
2. The identification of good communication habits.
3. The practice of good communication skills.

Statement of the Problem

For the person in the leadership position, communicating at work is not easy. There are many barriers which block the way. Fallon (1981) states that barriers exist for the following reasons:

1. The speaker and the listener have different backgrounds.
2. The leader fails to give the listener the information needed or wanted.
3. People bring hidden agendas and prejudices into the communication process.

4. Emotions get in the way.
5. Communication is blocked because the listeners question the motivation of the speaker.
6. Words mean different things to different people.
7. The reference group often dictates the way a message is heard.

Overcoming these obstacles is no small task. The first step must be taken by the leaders. They must recognize the point of view of their audience and must realize that they can never assume that effective communication has occurred. To be effective, communication must be two-way. Each side must send and receive messages, and each side must make sure that there is clear understanding of the message content.

Many things come into play when we attempt to communicate with each other. We tend to think of communication as being verbal, but in actuality, our nonverbal behavior also plays an important role. In order to get the message across, leaders must make sure that the things they say match the things they do. If leaders give direction, then never check to see if those directions are being followed, their words and actions do not match. If a frowning leader challenges the group to greet the customer with a smile, the group members are unlikely to do so.

Greeting the customer with a smile, as well as being an effective leader, are functions of this target audience. That audience is Flight Service Managers (FSM) for Trans World

Airlines (TWA). Now, more so than ever before, these people are challenged to be leaders of others. Increased attention is being focused on them through advertising campaigns and an internal quality assurance rating system.

But their biggest challenge is a direct result of that phone call in New Orleans. That phone call told this designer that her union, The Independant Federation of Flight Attendants (IFFA), had begun a strike against Trans World Airlines. And the early morning thoughts of this designer have proven to be true: her world had changed and would never be the same.

The strike continued for three months. During that time some F/A's (including the designer) crossed picket lines and returned to work. TWA hired 3000 replacement workers. The union called off the strike in May of 1986, but they were told by TWA that no jobs were available. All vacancies had been filled by new-hire replacement workers and crossovers who had claimed their jobs.

During the summer of '86 this designer often found herself in the role of FSM because she was the most experienced member of the crew. TWA had several hundred experienced FSMs, but many of them were still on strike.

Because the designer assumed the role of Flight Service Manager many times, she knew how difficult the task of organizing a wide-bodied crew could be. As the summer turned to fall, and fall to the spring of '87, many factors made that task even more difficult.

TWA created a full scale campaign advertising the FSM position as a customer service advantage. FSMs were placed on narrow-bodied as well as wide-bodied flights. New-hires were "drafted" into the position to fill existing vacancies. Attrition created vacancies among the Flight Attendant ranks, and many F/As were recalled to work after being on strike for a year. This process continues. Approximately 1300 additional strikers are scheduled to be returned by summer 1988.

Some of those recalled to work were quite bitter. They felt that the strike failed because F/As crossed the picket line. And they were angry that they had been so easily replaced.

There now existed a climate in which FSMs could be crossovers, recalls, or new-hires. The F/A crew was, more often than not, a mixture of all three. Effective communication skills were sorely needed to turn flight crews into cohesive cabin teams. Emotions would often run high as each group had a different attitude about the strike and its results.

Purpose of the Project

The purpose of the project described in this paper was to develop a training program which focused on the identification of communication patterns. The project was to analyze, design, develop, implement, and evaluate a training program that would enable TWA Flight Service Managers to develop effective communication skills.

Definition of Terms

Certain terms within this document are capitalized. While this practice may not conform to current rules of grammar, the designer has chosen to capitalize those terms which are routinely done so within the organization of TWA. The terms or words which appear in this paper are the following:

Briefing - The time (prior to boarding the aircraft) in which all of the working cabin crew meet.

Crossover - Those Flight Attendants who were employed prior to March 6, 1986 who chose to cross a picket line and return to work.

Domicile - Those cities in which flight crew members are based. Their flight assignments begin and end in one of these cities.

Flight Service Manager - (FSM) Those crew members having overall responsibility for the management of the aircraft cabin.

L2b, R3, etc. - Letter and number designators which identify working positions on the aircraft. Each Flight Attendant position has certain specific responsibilities.

Narrow-bodied - Those aircraft which have a single aisle and a seating capacity of sixty to one hundred and forty six. They have a cabin staffing level from three to five.

New-hire - Those Flight Attendants (F/As) who joined TWA as replacement workers during the strike of 1986.

Pick-up - The act of picking up all glasses, trays, etc. distributed in flight as part of a scheduled meal or beverage service.

Recall - Those Flight Attendants who remained on strike and were replaced by the new-hires. They are now in the process of being recalled in seniority order as attrition creates additional vacancies.

Wide-bodied - Those aircraft which have dual aisles and a seating capacity of one hundred fifty to four hundred fifteen. They have a cabin staffing level from five to fourteen.

X-cap - A non working F/A traveling on personal business. On certain aircraft there are more designated crew seats than there are working crew. In this case, a non working F/A may sit in that seat for the duration of the flight. Since crew members on personal business travel on a stand by basis, this is often a way of securing transportation. If all passenger seats are filled, an X-cap may still travel on that flight by sitting in a vacant crew seat.

Assumptions

1. That Flight Service Managers have a desire to be seen as effective communicators and leaders by their fellow crew members.

Limitations

1. This project was developed at Trans World Airlines as a part of initial qualification training for Flight Service Managers. That initial training was conducted at the In Flight Services training center in St. Louis Missouri. Its content may not be suitable for use in other programs, organizations, circumstances, times or countries without modification.

Method and Procedures

The method used in developing this training plan is based on ISD (Interservice Model of Instructional Systems Design). The particular model referenced is that developed at Florida State University ("Interservice Procedures", 1976). This development process is described by Gropper and Ross in Craig (1987) and Dick and Carey (1985). Each source describes the ISD process as having five similar components, called in this document: analysis, design, development, implementation and evaluation.

Analysis

The designer studied the job tasks of the FSM through direct observation. She also consulted published company procedures. She analyzed the opinions of domicile management. Kaufman (1987) states that by choosing the correct partners to guide the instructional process, its success is more likely. This designer chose three of his suggested partners: those who will be affected by the results, those who will implement the plan, and the clients that will receive the results.

Design

The designer surveyed literature on communication, specifically centering on leader/group interaction. The designer found a common theme among much of the literature and from this developed the tasks for training.

Once the tasks were determined, the next step was to develop the learning objectives. The objectives were developed according to Mager (1984). He states that each objective has three components:

1. Performance - what the trainee will demonstrate
2. Conditions - what conditions will be present while the trainee performs
3. Criteria - how well the trainee is expected to perform

Development

The designer developed the training plan using the guidelines of instrucional events described by Gagne (1985). The methods of instruction were lecture, discussion and role play. The media were slides, tape recordings, blackboards, flip charts and posters.

Implementation

The designer conducted the course according to the designed plan. The course was delivered three times and data was collected for improvement.

Evaluation

Because of the nature of the topic, the designer did not conduct one-on-one or small-group testing. Three field trials were conducted. The formative evaluation resulted in a change in the role play exercise, the elimination of some posters and visuals, and the rearranging of the material.

Summary

Because of the tension created in the work environment as a result of the 1986 Flight Attendant strike, TWA Flight Service Managers needed to develop some communication skills during their initial six day qualification training. The training plan developed in this project focused on specific behavioral skills which help the communication process. The program was based on ISD. Changes were made after the field trials.

CHAPTER 2

ANALYSIS

Introduction

The Instructional Systems Design process begins with the first step--analysis. This is the method by which training needs are identified. Designers of successful training programs consult many sources in order to identify the training need. This phase is critical and provides the foundation for the remainder of the process.

Needs Analysis

The designer analyzed the training needs of the target population based on the following:

1. Interviews conducted by the TWA training staff
2. Interviews conducted by the designer
3. The designer's experience as a FSM
4. The designer's experience as a F/A
5. A survey of the courses currently being delivered in the initial FSM qualification training

When the designer began this project, a one-day seminar was being conducted for FSMs at their respective domiciles. Prior to developing that seminar, the TWA training center had contacted a sampling of Flight Service Managers in order to determine what content they would like to see in that course. The staff had also contacted the supervisors and managers at each domicile for their opinion. The designer based some of her analysis on these informal polls. They showed that FSMs were experiencing difficulty in the areas of giving directions, controlling briefings, and managing the aircraft cabin.

The designer received permission from the training center to attend some of the seminars conducted at the New York domicile. Three sessions were observed and the opinions of 40 Flight Service Managers were solicited. The designer asked the FSMs to complete index cards listing the following information:

a. age
b. sex
c. company seniority
d. length of time as FSM
e. biggest problem on the job

Some responses indicated scheduling of flights, staffing levels, and TWA policy. All of these areas were beyond the control of the designer. However, she found that the problems encountered by many FSMs echoed those identified by the domiciles. For example:

1. Forty-six year old female
Company seniority of April 22, 1986
Nine months as FSM
"Giving directions, dealing with
personalities, leading by example"

2. Thirty-seven year old female
   Company seniority of May 9. 1976
   Six years as FSM
   "How to convince people to follow directions"
3. Thirty-two year old male
   Company seniority of March 7, 1986
   One year as FSM
   "F/A's attitude and perceptions of the job and what is expected of them"
4. Forty-four year old male
   Company seniority of March 12, 1973
   Nine years as FSM
   "Communication"
5. Twenty-two year old female
   Company seniority of April 15, 1986
   Ten months as FSM
   "One area I have difficulty with is an occasional F/A with a negative attitude. I want to help this F/A, but I may hurt her or him in the process."

While serving as a FSM the designer also experienced some of these problems. During the summer after the strike, her role was primarily that of instructor. The new-hires had received an abbreviated form of training and TWA had eliminated hot food services for several months during the strike. TWA had also eliminated charges for alcoholic beverages and in-flight movies during this time. However, these items were restored during the summer months and the new-hires were unfamiliar with the responsibilities involved.

Ironically, it is now the recalls who are unfamiliar with some services and procedures. Many things have changed in the two years since the strike. Before returning to the position of F/A, recalls must attend a six day training program which introduces them to these changes. The recalled Service Managers must also go through the initial six day qualification training for FSMs. The six day schedule may be found in Appendix A.

Since the strike, the designer has flown with FSMs from all categories: new-hires, crossovers, and recalls. The designer has observed the patterns of communication used by them. In her opinion, some patterns are effective, some less so.

Prior to the implementation of this project, the FSM training contained one communication skills course. That course is entitled "Managing Through Communication." Both the supervisor of FSM training, and some of the instructors who teach it, feel that the existing course has some problem areas. Sections are not always job-related, and sometimes give the trainees too much information at one time. Its objectives do not contain Mager's three criteria . The cover page of "Managing Through Communication" can be found in Appendix B.

Job Task Analysis

Trans World Airlines (1982) breaks down the task of the FSM into four phases:

PHASE I - From check-in until the seat belt sign is turned off after takeoff.

PHASE II - From the time the seat belt sign is turned off, or the Flight Attendant is given permission to leave his/her jumpseat, until the beverage and food services are concluded.

PHASE III - All in-flight contact with the customer, exclusive of the scheduled beverage and food services.

PHASE IV - From landing until release from flight duty. (pp. 0.00.07-0.00.09)

The specific tasks assigned to each phase may be found in Appendix C.

Target Population Analysis

The target audience of the training plan are Flight Service Managers. All are high school graduates and some may have attained much higher levels of education. Specifically, they are enrolled in the six day qualification course at the TWA Training Center. They may be attending the course in any of the following categories:

1. New-hires who were drafted
2. New-hires who volunteered

3. Crossover F/As who volunteered
4. Recall F/As who volunteered
5. Recalled FSMs

Prior to the strike, in order to transfer to the FSM position, a person must have had at least three years' experience as a Flight Attendant. During the strike, and in the two years since, the requirements have been changed to the following:

1. One year's experience as a Flight Attendant (either TWA or other)
2. Must meet front line appearance standards

FSMs are considered to be a part of the working crew. In addition, they have responsibility for overall coordination of the meal and beverage activity, inventory control of in flight revenues, and maintaining communication between the cockpit and the cabin crew.

Both TWA and IFFA (1983) agree that:

> Service Manager means an employee who exercises jurisdiction and direct control over all cabin attendants in matters concerning all phases of their duties and responsibilities as set forth by Company procedures. The work of a Service Manager shall include, but not be limited to the assignment, direction and reassignment where necessary of the work of the cabin crew complement.....is responsible for developing, maintaining and furthering a harmonious team spirit among the cabin attendants.... (p. 2)

Almost every FSM and every F/A are involved in some way in the emotional aspects of the post strike environment. Many issues remain unresolved. One of the biggest is a pending case regarding replacements. IFFA contends that when it offered to return its members to work, those F/As who crossed the picket line should have been replaced with senior striking F/As. The Eighth Circuit Court of Appeals ruled in favor of the union. However, TWA appealed and the case is scheduled to be argued before the Supreme Court during the fall of 1988.

During the spring of 1988, the Supreme Court ruled that IFFA was still the recognized bargaining agent for the TWA F/As. Active F/A's (new-hires and crossovers) must pay union dues monthly. Some F/As feel that their dues are being paid to a union who is fighting in the courts to have them removed.

Organizational Constraints

The constraints were typical of many corporate training projects. Those constraints were time, space and money. The designer had a classroom time of two and one-half hours for her program. The designer would have liked to have developed a behavior modeling video for classroom use, but instead designed a slide/tape presentation. The video would have added another month to the development phase, and time did not allow this. In addition, the estimated cost was beyond the scope of this project. And finally, the designer wishes she had been able to teach in a room that was of a different design.

Each classroom at the St. Louis training center has five tables which are bolted to the floor. Because of this, the students must remain in rows. Given different circumstances, the designer would have used a circle formation for her class.

Broadwell (1987) states that when students remain in the traditional classroom arrangement of rows, the instruction has a tendencey to remain teacher oriented. The interactions move from teacher to student, back to teacher, to another student, etc. The circle sometimes allows for a freer exchange of ideas, especially between student and student.

Instructional Goal

Students will demonstrate an ability to use the steps identified by the acronym LEARNS when role playing interpersonal encounters with each other. The steps are leveling, explaining, asserting, recognizing, never saying never, showing the impact of behavior on the group, and stating a solution to the problem if necessary. This instructional goal is classified as attitudinal (Dick & Carey, 1985).

One concern was that the students would not identify classroom skills with those needed on the job. Therefore, the designer carefully included examples and models of behavior found in "real world" situations.

The most appropriate choice of media for this type of course would have been video tape or film (Anderson, 1983). However, due to the time and budget constraints mentioned previously, the designer decided to use slide/tape. One presentation was currently in use at the training center but had not been seen by new FSMs. The other was developed by the designer, a F/A, a FSM, and two supervisors of training. The designer also used flip charts and posters.

Literature, Existing Course, and Material Review

The designer surveyed literature on leadership and communication skills. In addition, she reviewed articles and books on transactional analysis, conflict resolution, and assertiveness training.

Related theory

Dr. Eric Berne is the originator of Transactional Analysis (TA). TA defines patterns of communication as being parental, childlike, or adult. Dr. Berne believes that these three ego states are present inside every person, and that the manner in which we communicate is dependent upon which ego state is active at the time. The communication process is called a transaction. "Crossed" transactions result in ineffective communication. The failure occurs when the active ego states of the persons involved are incompatible (Albano, 1974).

Foresdale (1981) interprets the Shannon-Weaver model of communication. He condenses and simplifies the tracking of the communication process in a linear fashion as represented in Figure 1.

Figure 1 Shannon-Weaver Model

---

information-transmitter-signal----received-receiver-destination
source signal

noise

The information originates in the brain and is transmitted through face-to-face interactions or what Shannon calls machines (phones, computors, television, photographs, etc.). The receiver is the person towards whom the communication is aimed and the destination is the brain. The term noise represents anything which interferes or influences the communication process.

Foresdale also states that more recent theorists such as Everett Rogers and Rekhas Rogers, tend to believe that communication is more circular than linear. The General System Theory suggests that one cannot look at elements of communication independently. Each element is continuosly reacting to and impacting on another. Each stimulus (cause) has an effect, which in turn becomes a cause, within a feedback loop.

Based on Bloom's taxonomy, this project was classified as being in the affective domain. This domain consists of consists of five hierarchical categories. The categories have been extracted from his text and are arranged from lowest to highest in Table 1. This project aimed at achieving two of the five levels. They range in scope from the simple to the complex. This designer hoped that each student would actively participate in classroom discussion and willingly participate in the role play activity.

Table 1

The Affective Domain Taxonomy

- Receiving
    - Awareness
    - Willingness to receive
    - Selected attention
- Responding
    - Acquiescence in responding
    - Willingness to respond
    - Satisfaction in response
- Valuing
    - Acceptance of a value
    - Preference for a value
    - Commitment
- Organization
    - Conceptualization of a value
    - Organization of a value system
- Characterization by a value
    - Generalized set
    - Characterization

Literature review

A literature search was conducted at NYIT based on the findings of BRS Information Technologies. It provided a computer-based bibliography of journal articles and other sources on the subject. The designer found that a great deal of information was available to her. The identifier interpersonal communication yielded 225 sources. Communication in general yielded 5010. The search for group leaders and active listening yielded 897 and 55 respectively. One hundred sixty six sources were found on assertiveness training and 2993 under the term airline. When all of the above topics were combined (with the exception of airlines) it resulted in 108 sources. However, when combined with the term airline, only 2 were present.

Although the data search did yield numerous sources for communication, the designer is unable to summarize them all in this document. A sampling of the types of articles found is listed below.

1. One Winning Supervisory Approach (Miller, H., 1985)

This is an article that stresses the need for supervisors to be able to, and want to, understand another person's feelings without becoming so emotionally involved that they block out the worker's message. By using skill in communication,and by being more sensitive to employee needs, the supervisor could win loyalty and respect.

2. How to Teach Supervisor-Subordinate Relationships in a Basic Business Communication Class (Ramsey, R., Hammer, J., Latham, G., Pearson, P., & White, K., 1987)

This article explains that good communication skills are best developed through extensive workplace experience. Concepts effectively presented in a classroom situation include shared responsibility for good communication,

communication flows, and communication styles. The objectives of a recommended teaching unit include recognizing the need for effective supervisor-subordinate communication and understanding how to combat the barriers to upward communication. This article contained a lot of information but was aimed at management employees.

3. **Communication Skills Training for Selected Supervisors** (Freston, P., & Lease, J., 1987)

After observing many supervisors struggling due to inadequate interaction skills, the manager of personnel services at Questar Corp., with the help of a communication consultant, designed a behavioral interpersonal competency training program. The training design was based on an existing conceptual framework of communication competency by Staley and Shockley-Zalabak. It emphasizess assertiveness as the skill most necessary for effective supervisory communication.

4. **I'm a Supervisor--not God!** (McCool, J., 1986)

Superiors and subordinates alike expect a supervisor to know their unexpressed as well as spoken desires. Supervisors must be sensitive to what people are saying with their actions. They need to be sure their messages are being received by their subordinates, and they must adapt their supervisory style to different personalities. Situations that require communication from supervisor to subordinate include work direction, discipline, and praise.

In all cases, supervisors should be attentive to their employee's needs.

5. Stress, Communication and Assertiveness: A Framework for Interpersonal Problem Solving (Ruben, B., 1983)

The author studied the manner in which people communicated when dealing with stress. He identified three styles called the machine gun, the marshmallow, and the target shooter. The machine gun was aggressive, the marshmallow passive, and the target shooter assertive. He felt that the assertive approach was effective because of its simplicity and rate of success.

In addition to the NYIT search, the designer used Infotrac at the Roslyn Village library and the graduate business library of CW Post college. She found the following resources to be helpful.

6. First Line Management (Steinmetz, L., & Todd, R., 1979)

One particular chapter in this book discusses the use of communication as a management tool. It is divided into segments which analyze the problems of communication, concepts that cause trouble, barriers to understanding, bridges to effective communication, and steps to improve listening.

7. **Leadership on the Job** (Fallon, W., 1981)

While focusing in depth on all aspects of leadership, two chapters in this book dealt specifically with communication. The first discusses the use of transactional analysis by leaders. It points out ways in which managers and supervisors can identify patterns of behavior associated with each of three ego states. The second chapter identifies communication patterns on the job. It lists specific barriers that stop communication, as well as identifying action choices that overcome those barriers.

8. **Management Development and Training Handbook** (Taylor, B., & Lippit, G., 1975)

This handbook addresses many areas of management training. One chapter discusses commmunication training for managers. It identifies communication patterns as being one-way or two-way and gives examples of top down and bottom up communication flow. It lists reasons why communication fails and the obstacles which must be overcome. In addition, it provides a model for establishing a communications skills training program.

9. **Assert Yourself** (Galassi, M., & Galassi, J., 1977)

This is a handbook for trainers and facilitators who wish to acquire or teach assertiveness skills. It contains a step by step guide for becoming comfortable with assertive behavior. It stresses the use of the pronouns I, you, and we in sentences. By using these pronouns, the authors feel that it is easier for people to express their ideas and feelings to others.

10. The Situational Leader (Hersey, P., 1984)

This book categorizes subordinates into four different profiles. Each profile requires a different approach from the manager. Successful leaders recognize the behavior patterns of each style and tailor their approach to match the needs of the subordinate. Some workers need direction, some coaching. The manager may be able to delegate work to those employees who appear strong in certain areas. The most important thing to remember is that no two people and no two situations will be identical. Managers must take all aspects of a situation into account before acting. And the behavior of the leader triggers a responding behavior in the subordinate.

The designer had several annuals published by University Associates in her personal library. She found Bryum (1988), Coombs (1981), & Karp (1988), to be relevant to her subject. Each of them reinforced the concept of using assertive behavior for purposes of communication. These articles provided valuable background information.

Survey of existing courses and materials

The designer collected brochures from several firms which specialize in communication skills training for leaders. She examined materials from the following:

1. The Fine Art of Keeping Your Cool (National Education Media)

This is recommended for all organization members. It is a twenty minute film and includes guidelines for reducing tension caused by anger. It covers the topics of interpersonal communications, transactional analysis, conflict resolution, human relations and getting along with others. Purchase price was $475.00 and a one week rental was $119.00. Price was a factor in the decision not to use this material.

2. The Situational Leader Videocassette Package (Leadership Studies, Inc.)

This is a comprehensive package which includes three videos, Leader's Guide, and a Participant's Manual. Its goals are to teach supervisors and nonmanagement personnel the basic applications of Situational Leadership. It explains how the behavior of followers is influenced by the behavior of the leaders. Purchase price for the package was $1,495.00. A weekly rental was $195.00. This package was non airline and would have to be customized for this project.

Plan for Design and Development Effort

The designer used the program evaluation and review technique to plan the overall project. The project was started in February of 1988 and ended with the last group trial on May 16, 1988.

Project Plan

The designer used both PERT and Gantt charts to monitor her progress. In addition, she kept a detailed diary of the events as they occurred. This indicated to her if she was falling behind at any point or if she needed to take any additional steps not previously identified. All project planning documents may be found in Appendix D.

Budget

The designer's and participant's labor charges were calculated at $21.00 an hour. The coordinator's is based on an hourly rate of $23.00. In constructing the budget, the designer determined the hourly rate based on the monthly salaries of herself and the coordinator. The designer is an employee of TWA and may travel (space available) without charge. The budget is displayed in Table 2.

Summary

The analysis indicated that FSMs were experiencing communication problems on the job. They needed a training plan which would help them bring together three different groups of crew members: new-hires, recalls, and crossovers. The designer determined that the instructional goal was in the affective domain. A project plan was developed, however, the actual events may be different than those originally scheduled.

Table 2

Budget

Category	Hours	Cost	Subtotal	Total
Labor				
designer				
analysis	35	735		
design	50	1050		
development	87	1827		
field trials	9	189		
revision	15	315		
travel	35	735		
participants	81	1701		
coordinator	30	690		
Total labor			$7242	
Material				
printing		64		
posters		50		
slide/tape		75		
postage		25		
Total material			$214	
Per Diem				
air fare		-		
hotel		168		
phone		30		
meals		120		
auto		50		
Total per diem			$368	
Grand total				$7824

CHAPTER 3

DESIGN

Introduction

A designer of clothing uses color and fabric to create a finished product. A designer of poetry uses words and mental imagery. The designer of instruction uses objectives and strategy. What does the poet have in common with the instructional designer? Both wish to create a product which will fill a need. For the poet, the need might be expressing an emotion. For the trainer, the need is one caused by a lack of knowledge.

When planning this project, the designer first identified the tasks for instruction. This step was followed by determining the instructional objectives, identifying the entry behavior, and sequencing the learning activity. Methods for evaluating the instruction were formulated. The process concluded with a review of the existing literature and courses.

Instructional Task Analysis

During the analysis phase the designer had determined that the Flight Service Managers needed some sort of communications training. She was familiar with the FSM duties and the environment in which they worked. Keeping the FSM job responsibilities, and the limitations of an airborne environment in mind, she now began to examine the tasks for instruction. The Trans World Airlines In Flight Services Manual contained a four page job and task analysis for the FSM category. Many of the tasks concerned communication skills behavior. For example:

1. Provide clear direction
2. Communicate current department information
3. Encourage participation
4. Ensure that each Flight Attendant completes duties
5. Redirect individual Flight Attendants
6. Provide support
7. Direct and coordinate specific actions

The designer was very familiar with the work environment of the target audience. She felt that her knowledge of that environment would provide for a better design of instruction and contribute to the overall goal of the project--the transfer of the behavior skills learned (during the classroom activity) to the job.

Instructional Objectives

The instructional goal had been determined to be in the affective domain of learning. The goal was the acquisition of communication skills. Hopefully, these skills would enable the target audience to become more adept at leading a diverse work group within the temporary environment of an aircraft cabin. The environment is temporary because it has a known start and end time. Any one particular combination of crew, passengers, and time, will most likely never be present together again.

The objectives were determined according to Mager (1984) who stated that each objective should have three components: performance, conditions, and criterion. He felt that:

> Objectives are useful tools in the design, implementation, and evaluation of instruction. They are useful in pointing to the content and procedures that will lead to successful instruction, in helping to manage the instructional process itself, and in helping to prepare the means of finding out whether the instruction has been successful. (p. 19)

The objectives of the instructional unit described in this document are:

1. Given an observer checklist, the students will monitor the ability of their peers to employ the communication steps of **LEARNS**. Each student will complete the six steps during role play activity.
2. Given a written test, the students will identify three barriers to communication, six steps which aid the communication process, and give one example of on-the-job application. They will do so with 90% accuracy.

Entry Behaviors Defined

The entry behaviors of this project's target population are as follows:

1. Acceptance into FSM training
2. Company seniority of at least March 1986
3. Basic reading and writing skills

Group and Sequence Objectives

As stated earlier, the designer had two objectives for the instructional goal. The goal was in the affective domain of taxonomy and, within that domain, aimed to reach the second level of the hierarchy--responding. Because the instructional materials had only two objectives, it was not necessary to resequence them.

In order to achieve the final objective the students must first complete the following steps:

1. Identify verbal behaviors which hinder effective communication.
2. Categorize the behaviors as blocking, avoiding, or dismissing.
3. Identify verbal behaviors which help the communication process.
4. Identify the patterns of leveling, explaining, asserting, recognizing the feelings of others, never saying never (avoiding absolute statements), and showing the effect of

negative behavior on the group, or stating a solution to a problem.

Bloom organized the affective domain into categories and subdivisions. This designer recognizes the similarity of many cognitive and affective classifications. For purposes of this project, she chose the affective domain as being most appropriate. Steps one through three above were based in part on the prior learning and experiences of the students. When an attitude is being acquired, prior learning may include knowledge of the situation in which the attitude is displayed (Gagne 1988). Although it was hoped that the students would reach the highest level of responding, that of satisfaction, a method for testing that response was not included. The instruction did include an embedded test for the first subdivision of the response category, that of acquiescence in responding.

In summary, the instructional activities were sequenced from the lowest hierarchy to the highest. The levels achieved and tested were:

1.0 Receiving
1.1 Awareness
1.2 Willingness to receive
1.3 Controlled attention

2.0 Responding
2.1 Acquiescence in responding

Learning Activities Specification

The instructional project was divided into several learning activities. The plan was for a two and one-half hour class on communication skills. The class would open with a statement of objectives and lecture. The students would have the opportunity to create their own role plays for later use. The communication model would be provided by instructor example and a slide/tape presentation. The class would conclude with group role plays.

The designer related certain classroom activities to Bloom's taxonomy. These may be found in Table #3.

Table 3

Instructional Strategy Matrix

Learning Activity	Instructional Technique	Media
1.1	lecture	poster/chart
1.2	discussion/ lecture	slide/tape
1.3	discussion/ lecture	poster/slide/ tape
2.1	discussion/ role/play	print

The designer read many books and articles on leadership skills in preparation for this project. She began to see a pattern in most of the material she had examined. They all had recurring themes which emphasized the importance of open communication patterns between leaders and group members. The content of the books was simillar:

1. Communication is most effective when it is two-way.
2. Barriers exist which cause people to communicate in different patterns.
3. When communication fails, the group is often unable to accomplish its task.
4. Recognizing the negative patterns is an important part of overcoming obstacles.
5. Leaders were most effective when they communicated their ideas clearly.
6. Apologizing and excusing weakens messages.
7. Putting down, ignoring, and shutting out other people broke down communication.
8. Acknowledging the feelings of others was critical to successful communication transactions.

The designer planned the content of the lesson plan based on this research. She decided to sequence the instruction into three major steps: identification of bad habits, identification of good patterns of communication, and practice sessions. She was also going to allow the learners to design part of their role play activity. To aid the students in the recognition of negative and positive patterns of communication, the designer catagorized the negative patterns using the acronym BAD (blocking, avoiding, dismissing). She used the acronym LEARNS (level, explain, assert, recognize, never, show/state) to identify the positive action choices for effective communication.

The overall goal of this project was for the FSMs to realize the importance of their behavior when communicating with others. The designer was hoping to establish an attitude change in those students who questioned the acquisition of good communication patterns. Gagne (1977) studied three kinds of learning situations that produced attitude changes: classical conditioning, perception of success in behavior, and human modeling.

Perception and modeling were planned to be major parts of this instructional activity. The designer hoped to influence action choices on the part of the students. And, if correct action choices were made, she would reinforce those choices through peer recognition. The designer constructed examples of behavior using three models:

1. herself
2. peer response
3. slide/tape

And finally, the designer planned her learning activities following an example of behavior modeling training used by Latham and Saari (1979). Each of their training classes consisted of these steps:

1. Introduction of the topic by the trainer
2. Presentation of a film which depicts a model effectively handling a situation
3. Presentation of three to six sets of learning points
4. Group discussion
5. Practice in role play
6. Feedback from class

Assessment System Specification

The designer did not include a pre-test. One of the objectives of a pre-test is to identify prior knowledge before instruction. Dick and Carey (1985) state that, typically, if a learner demonstrates a mastery of the skill before instruction, then the learner is excused from the instruction. Considering the circumstances of this project, it would not have been practical to test and excuse certain students. The designer did include an embedded test to measure student progress and a post test to evaluate learning.

Evaluation System Specification

The evaluation methods used in this project were formative and summative. The designer planned to collect data and information from the evaluations. She would then revise the instructional materials as needed.

Formative

The designer did not conduct one-on-one or small-group trials. The formative evaluation of the project consisted of field trials. The results were used to alter and improve the delivery of the instruction.

Summative

The purpose of the summative evaluation was to measure the validity of the material. Kirkpatrick (1987) describes summative evaluation as having four parts: reaction, learning, behavior, and results. The designer planned to measure two of the four levels. Reaction would be measured through the use of a post learning questionnaire. Learning would be measured by administering a post test.

Learning Transfer System Specification

In order for learning to be transferred to the job, the designer may incorporate certain strategies into the instructional process. Beaudin (1987) describes steps which may be taken before training, during training, and after training, that aid transfer.

Before training

Plan to make the training relevant to the trainees. Instructional designers must observe the learners at their jobs. They should listen to the needs of the learners and their supervisors. Finally, seek the commitment of the management staff for the reinforcement of the training.

During training

Make the training objectives meaningful to the organization. Let the students see the value of transferring the new knowledge into the work environment. Have the students identify any constraints which they may face back on the job.

After training

Provide job aids if practical. Encourage reinforcement (by management) of positive learner behavior. Monitor the progress by allowing the learner the opportunities to meet with each other after the training. Incorporate the results of learning into individual performance appraisals.

Broad (1980) provides a much more in depth approach to training transfer. She lists approximately 75 action steps that human resource practictioners can take to ensure that the skills learned in training are put into practice once the trainee has returned to the job. Her studies show that training professionals lose many opportunities to help the organization realize a return on its investment in training.

This designer also took certain steps to ensure that training would be transfered. She observed the target audience in their work environment. She solicited their opinions as well as those of management. She designed the instruction so that the learners would realize the benefit of transfering newly acquired skills to the job. The post test specifically asked the students to provide an example of how they would use the training on the job. However, she was unable to observe the learners after training and was also unable to encourage reinforcement of the behavior by the FSM supervisors.

Review and Selection of Existing Materials

Many of the materials and existing courses reviewed in the analysis stage were applicable to this project. However, the pre-packaged courses were beyond the realm of the designer's budget. In addition, they would have to be customized to the airline, and specifically, to TWA. Many of the books and articles were written from the point of view of supervisor/subordinate perspective. This target audience was not management and was not considered so by any employee group.

The designer selected the article "Communication Skills Training for Selected Supervisors." She also selected the 1983 annual from University Associates which contained Dr. Ruben's article on communication styles. She identified two books and included them in this project. The books were

Hersey's The Situational Leader and Assert Yourself by Galassi and Galassi.

Summary

The designer conducted an instructional task analysis for the FSM training plan. She planned objectives, learning activities, and tests. She sequenced the objectives to obtain the second level of the affective taxonomy. She decided to use discussion, lecture, flip charts, posters, and slide/tape. The FSMs would be given an opportunity to model their behavior after that of the instructor, peers, and a slide/tape presentation.

A reaction sheet and post test were designed to aid in the evaluation. Field trials were planned. The designer took steps to ensure the transfer of the training to the job. Existing courses and materials were reviewed and four were selected.

CHAPTER 4

DEVELOPMENT

Introduction

As the photographer develops film, the images become more and more clear. What was once invisible to the naked eye becomes captured and is preserved for a time for all to see. The developmental process is one of growth and progress. The abstract becomes concrete and the fine details become apparent. In this project, the developmental stage was marked by the definition of instructor and student activities. These were based on the objectives, test items, and learning activity produced during the design phase. The instructional materials were developed and then reviewed by the project coordinator.

Learning Activity Development Scheme

During the month of March, the designer presented a proposal outlining her plans for instructional design to the staff of the TWA training center. They were reviewed by the coordinator, Manager, Director, and another supervisor. Once the format was approved, the designer began the development stage. The instruction was planned to focus heavily on modeling behavior. The classroom activity was developed using guidelines from other supervisory communication skills training (Freston & Lease, 1987).

She had two audio visual aids to develop, a flip chart and a slide/tape presentation which would provide models of Flight Service Manager behavior. The designer developed a story board of visuals which would be drawn on a prepared flip chart and presented it to the coordinator. During this presentation, one of the instructors volunteered to have his brother design the visuals. His brother was a graphic artist and offered his help to the training center. It was decided that the offer would be accepted, and the visuals were constructed using poster board instead of flip chart.

The designer had access to many FSMs during this stage of the project. She canvassed their opinions and specifically asked them to recall situations they had encountered on the job. Based on their experiences, the designer, the coordinator, a supervisor, and a FSM developed the series of encounters for the slide/tape presentation. They spent the morning of April 18, 1988 recording the tape. Each of them played the parts of F/A and FSM for the voice overs. The designer pulled several slides from file booklets which would visually depict the encounters. She then sequenced the slides to correspond with the tape. Duplicate copies of the slides were made so that the originals could be returned to the files.

The timing of the recordings was critical. The classrooms at the TWA training center were quite large. An instructor podium was positioned at the front left side of every room. The podium was permanent and had controls for lights, movie projector, and slide carousel. It was possible for the instructor to adjust lights and advance slides without leaving the podium. However, the tape recorder was located in a small closet at the rear of the classroom. The closet was about three feet wide and six feet long. The slide carousel and tape recorder were mounted on tables with three wooden steps leading to them.

The coordinator had asked that all audio visual aids be controlled by one instructor. There was not always another person available to assist with the tapes. This meant that the use of any slide/tape materials had to be sequenced in a certain manner:

1. Instructor darken classroom lighting and turn on slide projector using podium controls
2. Instructor walk to back of classroom, enter closet, and turn on tape recorder
3. Walk back to the podium and advance slides to match recording
4. When finished, turn off slides, adjust lights, and walk to back closet to turn off tape recorder

The tape recording had to have enough lead time at the beginning to allow the instructor to get back to the podium before the voice overs started. The designer and another instructor did several trial runs in an empty classroom with a stopwatch. They allowed ample time to accomplish the task of turning on the recorder and returning to the podium. They then delayed the start of the audio to coincide with their findings.

Learning Activity Development

The project described and developed in this document was a two and one-half hour module on communication skills. The materials were to be presented by an instructor in a typical classroom arrangement. The learning activities were based on Gagne's nine events of instruction (1985). This project followed the arrangement of events found in Table 4.

Table 4

Instructional Events

1. Gaining attention
2. Informing learners of the objective
3. Stimulating recall of prior learning
4. Presenting the stimulus
5. Providing learner guidance
6. Elliciting performance
7. Providing feedback
8. Assessing performance
9. Enhancing retention and transfer

1. Gaining attention---the designer began the instruction by soliciting the opinions and feelings of learners. She would ask them to identify concerns and fears which they had about their new role.

2. Informing learners of the objective--the instructor presented the objectives in two ways. An overview of the class activity was described and the three objectives were also specifically stated.

3. Stimulating recall of prior learning--after viewing a brief slide/tape presentation, the learners will be questioned about the communication patterns they saw. They will also be asked to recall other patterns they have seen and describe them on situation sheets. It was planned that these situations would form the foundation for the later role play activity.

4. Presenting the stimulus--this was done through a combination of lecture and discussion. The instructional materials contained many examples of FSM and F/A encounters. The instructor would play the part of both FSM and F/A when presenting the examples. She would chose members of the class to play parts also, thus providing several examples of human modeling.

5. Providing learner guidance--additional examples of human modeling were to be shown in another slide/tape presentation. The situations were brief encounters on the job and provided the learners with specific examples of

action choices. The goal was for the learners to follow the action choices shown.

6. **Eliciting performance**--the learners were to act out situations described by their fellow class members. Each student would play the role of FSM, F/A, and observer in each of three role plays.

7. **Providing feedback**--each observer would have a checklist of appropriate behaviors for the FSM to follow. They would record the action choices taken by the FSMs during the role plays.

8. **Assessing performance**--a post test was planned to be given at the conclusion of the role play activity.

9. **Enhancing retention and transfer**--the instructional materials were presented and summarized using the acronyms of BAD and LEARNS.

Post learning questionnaire

The designer developed a post learning questionnaire to measure the learner's reactions to the training. It was constructed following examples found in Wexley (1981) and Kirkpatrick (1987). It consisted of eight parts and was used to determine the student's attitude about the course content, program length, and instructional activity. It also asked if the learner's would recommend the course to other FSMs. The questionnaire may be found in Appendix E.

Post test

A post test was administered at the conclusion of the training to measure the validity of the instruction. It asked the students to complete three areas: identify communication barriers, list positive steps which may be taken to aid communication, and provide one example of how the learning could be used on the job. The post test may be found in Appendix F.

Instructor lesson plan

TWA develops all classroom materials in the same format. Each lesson plan contains the following items:

1. Cover sheet listing title, objectives, time frame, and materials needed for instruction
2. An outline of the course content
3. A two column instructor guide. The left column identifies major learning points. The right column contains an instructor script and explanation of all class activities.
4. Examples of all handouts and tests to be used.

The designer started developing the materials on March 22, 1988. The result was a thirty-four page lesson plan that conformed to the specifications of the TWA training center. The initial version of the instructor guide may be found in Appendix G.

The developmental phase was not completed as planned. It took the designer three weeks to receive final approval for the project from the coordinator. Two factors contributed to this: the coordinator had a week of vacation in March, and the schedule of classes to be held changed daily as corporate staff tried to determine the number of people to be recalled. A recent court decision had upheld the dismissal of about two hundred new-hires (many of whom were FSMs). That decision impacted on the projected number of recalls. When the union called off the strike in May of '86, these 200 F/As were in training. The union stance was that they should never have become employees since IFFA rescinded the strike before they were scheduled to fly. Despite a two year appeal by TWA, the court upheld the position of IFFA and the new-hires were dismissed.

Learning Activity Review

After the development of the instructional materials was completed, the materials were reviewed by the coordinator, Manager, and Director of the St. Louis training center. They gave approval for the first trial.

Materials for Evaluation Produced

Two sets of instructional materials were produced. One for the instructor, and one for the coordinator. The trial was scheduled for April 27. Maximum class size at TWA is 20 students. The designer reproduced twenty copies of the observer checklist (embedded test), post test, and post learning questionnaire.

Summary

The instructional materials developed were based on behavior modeling. Gagne's nine instructional events were included. A slide/tape presentation was created using suggestions from active FSMs. The lesson plan followed prescribed TWA format. Evaluation materials were reproduced. The project was three weeks behind the original schedule.

CHAPTER 5

Implementation

Introduction

By the time a show opens on Broadway, it has been through months of rehearsals. Chances are it has played before audiences in Boston, Philadelphia, and New Haven. Some designers of training programs also get a great deal of rehearsal before implementation. However, the curtain went up on this project without the benefit of an out of town tryout. The designer did not conduct one-on-one or small group evaluation. The materials were delivered three times. The coordinator and several other instructors observed the classes and made suggestions for improvement. Feedback was solicited from the target audience and their opinions were considered. The designer videotaped the first delivery so that she might objectively observe the presentation of the material. Since one-on-one and small-group trials were impractical for the project, she felt that this would help her evaluate the sequencing of the material and the timing of the instruction.

Materials Reproduced

The lesson plan was produced three times. The posters and the slide/tape presentations were produced once. After the first trial, the observer checklist was simplified and reproduced for use in the second trial. It remained the same for the third. Data collected from the observers and the students was used to revise the instruction. The second and final versions of the instructional materials may be found in Appendix H and Appendix I.

Instructional Delivery

The training plan was used three times during the spring of 1988. The dates of instruction were coordinated around previously determined FSM training dates and the designer's work schedule.

The first tryout was on April 27, 1988. This was approximately 20 days behind the original projection. The trial could have taken place a week earlier, however, no FSM classes were scheduled. There were 17 participants. All of the students were crossovers and new-hires. The instruction was delivered on day three of the six day training.

After viewing the video, and discussing the class with the coordinator, the designer made changes. Introductory material was shortened, reference to certain posters was eliminated, the role-plays were structured, and the action choices of LEARNS were presented before the second slide/tape.

The second trial was on May 2, 1988. Eight participants were present. This target audience was comprised of six recalls and two members of management, who for personal reasons, were returning to the flying position.

Several factors made this trial more difficult. The instruction was delivered in the morning of day one instead of day three. The president of IFFA was in recall training during this time and emotions were high. The Eighth Circuit Court of Appeals was currently hearing arguments over TWA's alleged violation of the Railway Labor Relations Act. The union's position was that new-hires should not have been drafted into the FSM position until all striking FSMs had been recalled.

In the opinion of the designer, the observers, and the coordinator, certain members of the class displayed a less than enthusiastic attitude. It was difficult to get participation during the first hour of the class. However, the second portion went much better and even the reluctant members joined in. This was due in part to the designer's ability to avoid emotional conflict with some students. Conflict between presenter and audience may interfere with the instructional environment (Martinez, 1988).

The feedback from the students was that the negative behaviors could be identified very quickly and more time should be allocated for the role plays. It also became apparent to the coordinator and the designer that the point of view should be changed. The instruction had originally been designed for people who had never been FSMs before. However, the next scheduled classes would be primarily composed of recalled FSMs, and it was important to acknowledge their experience and reference point.

The third trial was conducted on May 16, 1988. The learners were comprised of fourteen recalls and four volunteer new-hires. The changes had improved the instruction and no difficulties were encountered.

Data Collection

At each trial, the students completed a post learning questionnaire which measured their reaction to the class. It solicited their opinions on the content, delivery method, and length of the instruction. It asked for recommendations for change.

They also completed a post test which measured the degree of learning that occurred. The post test asked them to identify three barriers to communication, six steps that would help them become better communicators, and give an example of how they would use the learning on the job.

Time needed to complete the program was two and one-half hours. The structured role plays were more effective. The first two presentations were top-heavy with material and greater emphasis was being placed on negative rather than positive behaviors. Through observation, as well as anecdotal reports during the training, it was clear that at least some of the trainees achieved the satisfaction level of the taxonomy.

Summary

The designer delivered the program as planned. Adjustments were made in the sequencing of the material as well as the role play activity. The emotional impact of TWA's post strike environment created barriers to learning. The introductory materials were altered to acknowledge the reference point of the recalled FSMs. Material was eliminated and the instruction became leaner.

CHAPTER 6

EVALUATION

Introduction

So that the idea may become reality, the fashion designer must transform fabric and sketches into a pattern. Once the pattern is completed, the garment is often placed upon a mannequin so that style and fit may be evaluated. Does the zipper lie flat? Are the lapels the correct width? Adjustments are made and the garment is reproduced. But the true test comes when the consumer tries on the garment. Hopefully, with minor alterations, the garment will prove functional for a wide variety of shapes and sizes.

The designer of instruction takes many of these same steps. The process is called evaluation and has two components: formative and summative. Evaluation is carried out in stages, and each stage yields information that is in turn used to make revisions. Each of these revision cycles is expected to yield an instructional product that is improved in acceptability, feasibility, and effectiveness .

Formative Evaluation

Dick and Carey (1985) state that there are three basic phases of formative evaluation: one-on-one, small-group, and field trials. Both one-on-one and small-group trials use learners who are representative of the target population.

One-on-one

One-on-one evaluation occurs as the designer works with individual students. The students proceed through the materials and the designer notes any area that caused difficulty. Because this project depended in part on the interplay of instructor to student, and student to student, one-on-one trials were not conducted.

Small-group

During small-group trials, the designer evaluates the effectiveness of the changes made as a result of one-on-one. The designer also determines if the learners can use the instruction without interaction with the instructor. Because of the nature of this project, the designer did not conduct small-group trials. Much of the learning that was achieved was a result of group discussion and decision making. Role play was an integral part of the lesson and this could not have been accomplished without instructor guidance.

Pilot

The first field trial was conducted on April 27, 1988. All instructional materials were produced and ready. These included an instructor guide (written in the approved TWA format), posters, two slide/tape presentations, a post learning questionnaire, and a post test. The instruction was delivered on day three of the six day FSM training. Because the materials had never before been presented to a target audience, the coordinator scheduled the class time for three hours. This was thirty minutes longer than desired, but it allowed some flexibility in the delivery. All of the three hours were needed to complete the material, the questionnaire, and the test.

There were 17 participants in the initial try-out. All 17 were entering into the FSM position for the first time. There were both new-hires and crossovers in the class.

One of the instructors video taped the class. Taping instruction is a common practice at the TWA training center. Tapes are used for evaluation and, in some instances, instructor training. The camera and operator were positioned in the back of the classroom. The tape was used to evaluate time allocation and learner interest in classroom activities. After review by the coordinator and the designer, the tape was erased.

The instruction was observed by the coordinator and another instructor. Although Dick and Carey recommend that field trials be conducted by someone other than the designer, this was not practical in this instance. None of the other instructors had the time to prepare for an additional class.

Using feedback from the observers, as well as her own impressions after viewing the video, the designer made changes to the original materials. The evaluation resulted in six major changes:

1. Introductary activity was shortened
2. Overall concept of BAD was presented first, then broken down
3. More questions/less lecture
4. The order of the second slide presentation and concept of LEARNS was reversed
5. The role plays were structured
6. The observer checklist was simplified

The instructor guide was modified to reflect these changes. A page by page breakdown of the changes may be found in Table 5.

The first set of instructional materials was 34 pages in length. The second set was twenty-seven. The introduction was abbreviated and the slide/tape was used to gain learner attention rather than the discussion. Examples of FSM behavior were used to provide instructor and peer modeling rather than lecture. Because some students failed to develop their own situations, the designer wrote the role plays. Two of the three role plays came from student examples presented during the first trial.

Table 5

First Revision

Location	Change
Outline	numerals I and II combined
Page 3	remarks abbreviated, moved to numeral II A
Page 4	eliminate
Page 5	eliminate
Pages 6/7	combined and grouped under C
Page 8	eliminate first instructor note
Page 9/10	eliminate situation sheet introductory remarks from page 3 moved to II
Page 11	examples moved to illustate concept of BAD instead of one-way communication
Page 12	concept of BAD introduced
Page 19	eliminate
Page 23	eliminate points 1, 2, and 3
Page 24	examples of behavior moved to support LEARNS
Page 25	eliminate C
Page 26	eliminate points 1 and 2
Page 27	eliminate point 3
Page 28	moved up slide/tape to here
Page 33	introduced structured role play
Page 34	observer checklist simplified

The second trial took place on May 2, 1988. The emotional climate was much different than the first try-out. There were eight participants. Two of the eight were management employees who had chosen to return to the F/A position. The remaining six were recalls who had been FSMs before. The designer met with resistance from two of the learners. They appeared preoccupied and were unresponsive when called on. The designer addressed this behavior with the individuals at a break. During the second half of the instruction they volunteered information and participated fully.

This try-out was presented on the morning of day one. The coordinator wanted to move the placement because she felt that material was more appropriate following an introductory course entitled "FSM role and responsibility." Both the coordinator and the designer acknowledged that the learners might take longer to become comfortable speaking out since this was the first day they had been together as a group.

One of the group members was an officer of the union. The president of IFFA was currently in training at the time and met with class members at lunch and break. The Eighth Circuit Court of Appeals was hearing a case involving the recalling of FSMs and a ruling was expected shortly. All of these factors contributed to the emotional climate present that morning.

The class was scheduled for two and one-half hours. The presentation of material, the post learning questionnaire, and the post test took 2 and 1/2 hours. After the second trial, the designer learned that the majority of the participants scheduled for the next class would also be recalled FSMs. The evaluation resulted in three major changes:

1. A shift in point of view/ acknowledgement of the FSM experience possessed by the learners
2. Instructor guidelines for conducting the role play activity included
3. Post test added as permanent part of instructional materials

The instructor guide was modified to reflect these changes. The second set of revisions may be found in Table 6.

Table 6

Second Revision

Location	Change
Page 3	- introduction revised
Page 5	- eliminate reference to one-way/two-way
Page 6	- changed to allow learners to identify barriers
Page 7	- example of agent eliminated
Page 8	- eliminate
Page 9	- eliminate
Page 10	- present concept of three styles together
Page 14	- eliminate question summary added
Page 15	- definition eliminated
Page 16	- definition eliminated
Page 17	- eliminate reference to assertiveness
Page 19	- introduce LEARNS before slide/tape
Page 20	- review questions added
Page 25	- eliminate reference to West Palm Beach
Page 27	- include directions for instructor
Page 28	- include post test

The third set of instructional materials was 25 pages in length. The third trial was conducted on May 16, 1988. There were eighteen participants. Four of the 18 were new-hires who had volunteered for the FSM position. Fourteen were recalls. The class took two and one-half hours.

The lesson was revised two times based on the evaluation conducted by the observers and the designer. Data gathered from the post learning questionnaire also influenced the changes. The instruction became more learner centered and compact with each revision.

Summative Evaluation

Trainers evaluate materials in order to determine their effectiveness. Kirkpatrick (1987) breaks down this process into four measureable levels: reaction, learning, behavior, and results.

Reaction

The first of these levels, reaction, evaluates the learner's feelings about the materials. The designer incorporated Kikrpatrick's criteria into the format for the post learning questionnaire. The criteria she developed were:

1. Determine what is desired
2. Use a written comment sheet

3. Design the form so that reactions may be tabulated
4. Make the forms anonymous
5. Encourage the participants to write in additional comments not covered in the questionnaire

The questionnaires distributed at the first trial yielded the following data. On questions numbered 2, 4, and 5 the students could give more than one response. Results of the first trial may be found in Appendix E.

Question #1. Thirteen students rated the class as excellent. Four rated it as good. The ratings of fair and poor received no responses.

Question #2. Fourteen students felt the class gave them new information. Fifteen felt it gave them specific approaches they could use on the job.

Question #3. One participant rated the program as too long, one as too short. Fifteen rated the length just right.

Question #4. This asked the students to list those components of the class they found most valuable. Lecture received 18 responses, posters received 5, discussion received 17, role play received 5, and slide/tape received four.

Question #5. This section measured the least valuable portions. Posters received 2 responses, role play received 3, and slide/tape received eight.

Question #6. Seventeen participants would recommend this instruction to other FSMS.

Question #7. Fourteen participants would not change the program, three would.

Written comments:

1. incorporate role plays in front of class
2. need more examples of common occurences
3. more role play
4. need suggested reading material

The post learning questionnaire from the second trial yielded the following results.

Question #1. Four students rated the class as excellent, one as good, two as fair, and one as poor.

Question #2. Five students felt they gained specific approaches for the job, one gained new information, and one said interesting but not real world.

Question #3. Five students rated the class as too long, two as too short, and one as just right.

Question #4. The lecture was perceived as most valuable by two students, the posters by one, discussion by five, role plays by four, and slide/tape by two.

Question #5. The lecture was perceived as least valuable by two students, posters by two, discussion by one, and role play by two.

Question #6. Six participants would recommend the program to other FSMs, two would not.

Question #7. Four students would change the instruction, three would not.

Written comments:

1. need more role play
2. need more real life situations
3. set up specific examples addressed to each student
4. too much time on negative behavior
5. give examples to the group, not to individuals, soliciting comments from individuals is too tedious

The third trial questionnaire yielded the following results.

Question #1. Seven participants rated the program as excellent, ten as good, and one as fair.

Question #2. Eighteen students felt that the program gave them specific approaches to use on the job, six felt they received new information, and one responded interesting but not real.

Question #3. Three participants rated the program as too long, 15 as just right.

Question #4. Discussion received 15 responses as most valuable, lecture received six, role play received six, slide/tape received four, and posters received two.

Question #5. Four students rated posters as least valuable, four rated slides as such, three rated role play, and one student ranked discussion as least valuable.

Question #6. Seventeen students would recommend this program for other FSMs. One student would not.

Question #7. Fifteen participants would not change the instruction, two would.

Written comments:

1. more role play--after small group have leaders discuss situations with large group
2. my imagination is not conducive to play acting

During each of the three try-outs some students commented that they wanted more role plays. The designer modified the material to include more interaction among the class. She also included instructions for group activity at the conclusion of the third set of materials.

The majority of the comments regarding the instruction were favorable. However, just because the reactions were positive was no guarantee that any learning had taken place. Therefore, a post test was administered at all three trials. Prior to this project, TWA had not administered post tests for soft skills training. The test was composed of 10 parts. Ten correct answers constituted a score of one hundred. The post test, as well as scoring mechanism, may be found in Appendix F. The combined test scores may be found in Figure 2.

Figure 2 Post test Results

score	100	90	80	70	
# of students	30	7	5	1	= 43 participants
	70%	16%	10%	4%	

In all, the test was administered to 43 participants. Thirty-seven of them passed the test with a grade of 90 or better. The modifications made to the instruction had no quantifiable impact on the results of the testing.

Behavior

The designer was unable to measure the remaining levels of behavior and results. Kirkpatrick states that the appraisal of behavior should be made by the trainee, the trainee's supervisor, the trainee's subordinates, or the trainee's peers. Supervisors of FSMs do not fly with their work group. Therefore, the observation of a behavior change is not possible under the current policy. In addition, the FSMs do not have subordinate employees. While it is true that they are responsible for the overall management of the aircraft cabin, they are not considered supervisors and the

F/As look at them more as peers than superiors. Finally, since there is only one FSM per flight, the appraisal of behavior by a peer is not practical.

Results

The impact of training on a corporation is ideally measured by results. If training is effective, then there is a noticeable change in behavior on the job. This behavior change should be of benefit to the company. Few companies measure soft data. It is difficult to keep records that track the impact of something as far reaching as communication skills. However, this designer hopes that all of the participants make the appropriate action choices when on the job. The result should be an avoidance of conflict and a greater feeling of satisfaction for the FSMs. In addition, if the cabin environment reflects a spirit of teamwork and cooperation, then the passengers who travel on TWA will perceive this as positive. Hopefully, such perceptions will translate into additional revenue.

Learning Transfer

The professional trainer can do much to assist corporations in realizing a return on investment for training. Some training is easily measured, some not so. The designer who provides training for new employees often sees immediate results. More widgets are manufactured and on the job errors are reduced dramatically. The designer of job enrichment or soft skills training is not always so fortunate. The results are long term and do not lend themselves to such convenient classification systems. Broad (1980) identified certain facts about the training profession:

1. Contemporary organizations make heavy investments in training and educational development
2. Most evaluations find little behavioral change on the job
3. Desired results are achieved in those situations in which management demonstrates consistent support for training transfer
4. Lack of interest by the supervisor back on the job contributes to transfer failure

She also breaks down specific actions that management can take to increase the transfer. These categories are upper management involvement, pretraining preparation, support during training, job linkage, and follow-up.

Management involvement should begin at the earliest stages. They can preview training programs, require attendance, and change work hours for attendees. They might also choose to participate in training sessions and give preferential treatment to those attending the training. The domicile management was involved indirectly in this project. The designer took into consideration the surveys conducted prior to the development of the FSM refresher course when doing her analysis. And, as a matter of policy, work hours for attendees are adjusted automatically. However, no domicile management attended the training.

Pretraining preparation ensures that management actively participate in needs assessment and development of instructional objectives. They might also assist in the design of instruction and selection of trainees. None of these criteria were met during this project. Because the training center serves three field domiciles, it is not alway practical to involve them in every decision. Supervisory staffing levels are not high enough to allow supervisors to participate in projects such as this. In addition, all F/As realize that FSM training is mandatory, and as such, it is not seen as a reward.

Management can do much to lend support during training also. TWA does release trainees from regular duties. Many times senior management members give talks during training sessions. TWA also gives out certificates for successful completion of training. All of these factors help establish a supportive environment.

The action of providing job linkage is a weak one for many organizations. Ideally, the supervisors should plan assessment procedures to use once the trainees return. They might also schedule meetings with trainees back on the job and provide trainees with a checklist to use. Some supervisors keep logs of coaching and follow-up counseling, and encourage the trainees to share their experiences with others. Because the domicile supervisors were not exposed to the instructional materials contained within this document, it is doubtful if any reinforcement will be given.

Follow-up is critical to the success of most training. Corporations can take actions such as holding regular conferences and group meetings with trainees. Supervisors should reinforce positive performance and provide additional practice sessions if necessary. This is a near impossibility within the TWA environment. Union rules dictate that all students be paid while in training. If the trainees are removed from a flight, another person must be reassigned to cover it. In addition, if the training occurs on a day in which the person is not scheduled for flight assignment, the trainees receive two and one half hours of overtime pay. The scheduling of additional training is quite costly. Also, although FSMs do have supervisors, the supervisors do not travel on airplanes with their work group. The supervisors do not have the opportunity to observe the FSMS in their work environment. Due to recent cost reduction actions, the domicile management staffing levels have been reduced. Cost appears to be the major factor that prevents much of the supportive action by management.

Summary

The designer conducted three field trials. At each trial the particpants were given a questionnaire and a test. The questionnaire measured reaction and the post test measured learning. Behavior and results were not measured. The amount of participation and the reaction to the training varied from group to group. The emotional climate of a post strike environment created barriers that were difficult to overcome. Although 86% of the students reached the specified criterion, the designer did not achieve her goal of having all of the students pass the test with a score of ninety.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

In this chapter, the contents of the project described in this document are summarized. It reviews the steps taken by the designer and concludes with her recommendations. Suggestions are given to those who may wish to build upon this project in any way.

Methods and Procedures Used

The method used in this thesis/project was based on the Interservice Model of Instructional Systems Design. The process has five components: analysis, design, development, implementation, and evaluation.

Analysis

The designer analyzed the training need based on feedback from domicile management, interviews with the target population, and her own observation and experience. In addition, she consulted published literature and existing courses for this subject area.

The analysis identified that TWA Flight Service Managers needed some sort of communication training which would enable them to communicate with a variety of people. This need was a partial result of the 1986 IFFA strike that divided the Flight Attendants. As a result of that strike, friendships were lost and families divided. The emotional impact of the strike continues today.

Design

The designer determined the learning objectives and the tasks for instruction. Entry behaviors were identified. There were only two objectives and sequencing them was not a factor in the design. The learning activities were planned based on examples of supervisory training. The plan was for a two and one-half hour class that used lecture, discussion, modeling, and role play.

The designer did not include a pre-test. A progress check, or embeddded test, was included. A post test was designed to measure learning.

Steps were taken to aid learning transfer to the job. Literature was reviewed and some selected.

Development

The learning activity was developed using Gagne′s nine instructional events. Posters, a slide/tape presentation, and instructional materials were produced. A lesson plan was written in the two column format used by TWA. One set of posters, three sets of slides, and two instructor guides were developed.

Implementation

Three field trials were conducted during the spring of 1988. The target population consisted of new-hire draftees, new-hire volunteers, crossovers, and recalls. The emotional climate in the classroom was different each time.

Data was collected each time using a post learning questionnaire and a test. The materials were revised twice.

Evaluation

The first trial was video taped. This tape was used to evaluate timing, sequencing, impact of visuals, and trainee participation. The formative evaluation resulted in the elimination of some material, a change in sequence of other, and the structuring of the role plays.

The summative evaluation measured two of Kirkpatricks four levels. Reaction was measured through a post learning questionnaire. Validity of materials was measured using a post test. Thirty-seven of the 43 participants passed meeting the established criterion.

Conclusions

Because one-on-one and small-group trials were not conducted, the designer expected to encounter problems during the pilot. This expectation proved to be valid. The results of the formative evaluation indicated that changes were in order. The content was new to most of the participants and was appropriate for their background.

Despite some resistance caused by the recalled FSMs, the majority of the trainees felt that the program content was valid and would recommend it to other FSMs. The designer continues to work in an environment that is either friendly or uncomfortable, dependent on the composition of the crew. Because of this atmosphere, she feels that communication skills training is needed for all FSMs.

Recommendations

1. If the designer were able to continue with this project she would extend the class by thirty minutes. This would allow for more discussion following the role play. Because of the emotional climate present in the classroom, many students were resistant to role plays. Zemke (1988) states that adults have something real to lose in classroom situations. Self-esteem is often on the line when students are asked to try out new behaviors in front of their peers. Lecture and discussion are more objective than role play and thus do not require as much from the participants. However, with an additional thirty minutes, perhaps some of that resistance could be overcome. She would also try to see if some of the participants would role play in front of the class. She would like to see if the participants could come up with their own situations after the extensive modeling and role play. This could bring about even more student involvement and participation.

2. The designer would develop two additional communication outlines to be incorporated into the 6 day

training. These would build upon the content of this document.

3. If someone wished to adapt this material for another target group, the designer recommends the development of a video.

4. In order to make the transfer of this training to the job more likely, she would take the following steps:

a) introduce the content of the instruction to the domicile management

b) contact the trainees within sixty days to determine if they are using the new skills

c) three months later, arrange for small groups of FSMs to get together for review

Concluding Statement

Because of the designer's personal experiences as a Flight Attendant for TWA, some parts of this project were quite easy. Because of her experience as a crossover, some parts were extremely difficult and painful. She lost old friends and made new ones as a result of the strike. But as stated in chapter one, her world had changed and would never be the same.

Effective communication is sorely needed to heal the wounds from '86. However, words are powerful, and have accomplished similar tasks before. The experiences at TWA are not unique. Every company and every family, be they large or small, probably has some groups that get along and others that do not. This designer does not pretend to have the answer, but she hopes that she has taken the first step in understanding the many layers of the communication process.

It is very gratifying to know that the instructional materials developed as a result of this project have now been included as part of the six day Flight Service Manager training for Trans World Airlines.

APPENDIX A

FSM Training Schedule

FSM Training Schedule

Day 1

0800-0900 - Welcome
0900-1100 - Role and Responsibility
1100-1200 - Lunch
1200-1430 - Communication on the Job
1430-1700 - Policy and Procedure

Day 2

0800-0930 - Information Resources
0900-1100 - First Class service review
1100-1200 - Lunch
1300-1700 - Administration Domestic/International

Day 3

0800-1100 - Inflight Revenue Management and Accounting
1100-1200 - Lunch
1200-1300 - 727-31
1300-1400 - 727-231
1400-1600 - DC9 10/30/40
1600-1700 - Avicom video system

Day 4

0800-1200 - Safety
1200-1300 - Lunch
1300-1700 - L1011

Day 5

0800-1100 - Safety
1100-1200 - Lunch
1200-1530 - 767
1530-1700 - Briefing techniques

Day 6

0800-1200 - Briefing techniques
1200-1300 - Lunch
1300-1700 - Managing through Communication

APPENDIX B

"Managing Through Communications" Cover Sheet

MANAGING THROUGH COMMUNICATION

OBJECTIVE: To heighten the awareness of the Flight Service Manager of the importance of effectively communicating with those individuals whom they come into contact; F/As, peers, Supervisors, other TWA employees and the customer. To recognize fundamental skills of communicating with people and how to successfully deal with the barriers that influence or affect a communications transaction.

MATERIALS: AIDS:

Behavior categories in workbook.

Prepared flip charts highlighting points to guide discussion.

One-way/Two-way exercises

Choice of two types available.

#1. Tinker Toys - 3 sets preferred, 2 differing pre-made designs.

#2. Geometric Exercise - Blank paper/pencils, 1 per student.

#3. Blank sheets of paper and pencils

Blinders/Gestapo Video

Silhouette Video

Conflict Tape

TIME: 3½ - 4 hours

SPECIAL INSTRUCTIONS: Instructor flexibility is crucial in allowing for group discussion and individual participation. The lesson plan is a guide for the instructor and not intended to be covered verbatim. Each trainee's experience and knowledge level, as well as the group dynamics of the class, will necessitate the instructor using all his/her skills as a facilitator to guide the group to the objective.

APPENDIX C

FSM Job Analysis

TWA
11495 NATURAL BRIDGE, BRIDGETON (ST. LOUIS), MISSOURI, U.S.A. 63044

June 23, 1988

Ms. Kathy Hurst
205 Forest Street
Roslyn Heights, N.Y. 11577

Dear Kathy:

This letter will serve to give you permission to reproduce portions of the TWA Flight Service Manual for submission in partial requirements for a MS Degree in Training and Learning at NYIT. This will not infringe on the copyrights of TWA. It is understood that the material may be used only in connection with the preparation and submission of your Master's Thesis project.

Sincerely,

R. Stan Henderson
Director In-Flight
Services Training

cc: J. Coleman - Approved by Legal; R. Kahn 6/20/88

RSH:gjr

TRANS WORLD AIRLINES, INC.

FSM JOB ANALYSIS

LEADERSHIP STANDARDS

You the International Flight Service Manager, Domestic Flight Service Manager or Purser are accountable for the level of service offered on fights which you are designated (sic) as being in charge. You are present to lead and direct a group of professional Flight Attendants. Your knowledge, skills and abilities will directly affect the level of service provided our customers in each phase.

Each member of your team looks to you to set the example in meeting the standards of TWA's on-board service product. Through your leadership, your crew functiuons as a team, your customer's expectations are met and you have the satisfaction of knowing your leadership contributes to a successful flight experience.

PHASE I

The standards are:

> Provide clear direction and expectations through your briefing.
>
> Encourage participation of each crew member.
>
> Communicate current TWA and department information.
>
> Specify flight details thoroughly and accurately.
>
> Prepare Flight Attendants for emergency or special situations by covering safety in your briefing.
>
> Ensure that you and your cabin team meet regulation uniform standards.
>
> Direct and coordinate the specific action for your crew to ensure helpfulness throughout the boarding process.
>
> Collect all available provisioning information from your crew and direct requests for corrective provisioning to appropriate ground personnel.

You are accountable for the Customer Service Standards in Phase I through your efforts and those of your cabin team.

PHASE II

One aspect of TWA's competitive edge is meeting the customer's expectations with specific elements in the food and beverage service. Your actions and those of your cabin team in providing these service elements enables the customers to continually perceive excellence in TWA. A smooth, efficient and customer-oriented service accomplishes this goal.

The standards are:

> Know all aspects of the scheduled service on your flight.
>
> Know the duties of each Flight Attendant on your flight.
>
> Coordinate the service and duties of the cabin team throughout your flight.
>
> Provide clear direction to your crew.
>
> Ensure that each Flight Attendant completes his/her assigned duties.
>
> Ensure that the service is paced to allow for efficiency and customer contact throughout the delivery.
>
> Provide assistance and participate in the service.
>
> Redirect individual Flight Attendants when required.

You are accountable for the Customer Service Standards in Phase II through your efforts and those of your cabin team.

PHASE III

As the leader, you set the example in attentiveness to the customer through your expressed empathy, (sic) enthusiasm and ability to identify the customer's needs. Your leadership ability is crucial to motivating your cabin team in this critical phase of service. Displaying customer contact as a positive and rewarding part of the job requires sensitivity to your crew as well as your customers.

The standards are:

> Ensure that your cabin team is visible in the cabin and initiates conversation with your customers after the conclusion of the beverage and food service.

> Provide support and direction to the Flight Attendants in order to meet customer needs or resolve dissatisfaction.
>
> Ensure that one Flight Attendant per cabin is available to your customers by coordinating meal times and, if applicable, crew rest schedules.
>
> Enter appropriate and accurate information in the Cabin Log Book.
>
> Ensure all required inventories, forms and other documentation are accurately completed.

You are accountable for the Customer Service Standards in Phase III through your efforts and those of your cabin team.

PHASE IV

During the closing phase of each flight, the customers' final impressions of the in-flight experience take place. Your role in providing a lasting, positive impression is carried out through the personal attention given to your customers at this time. Again, the leadership and example you provide your crew guarantees success.

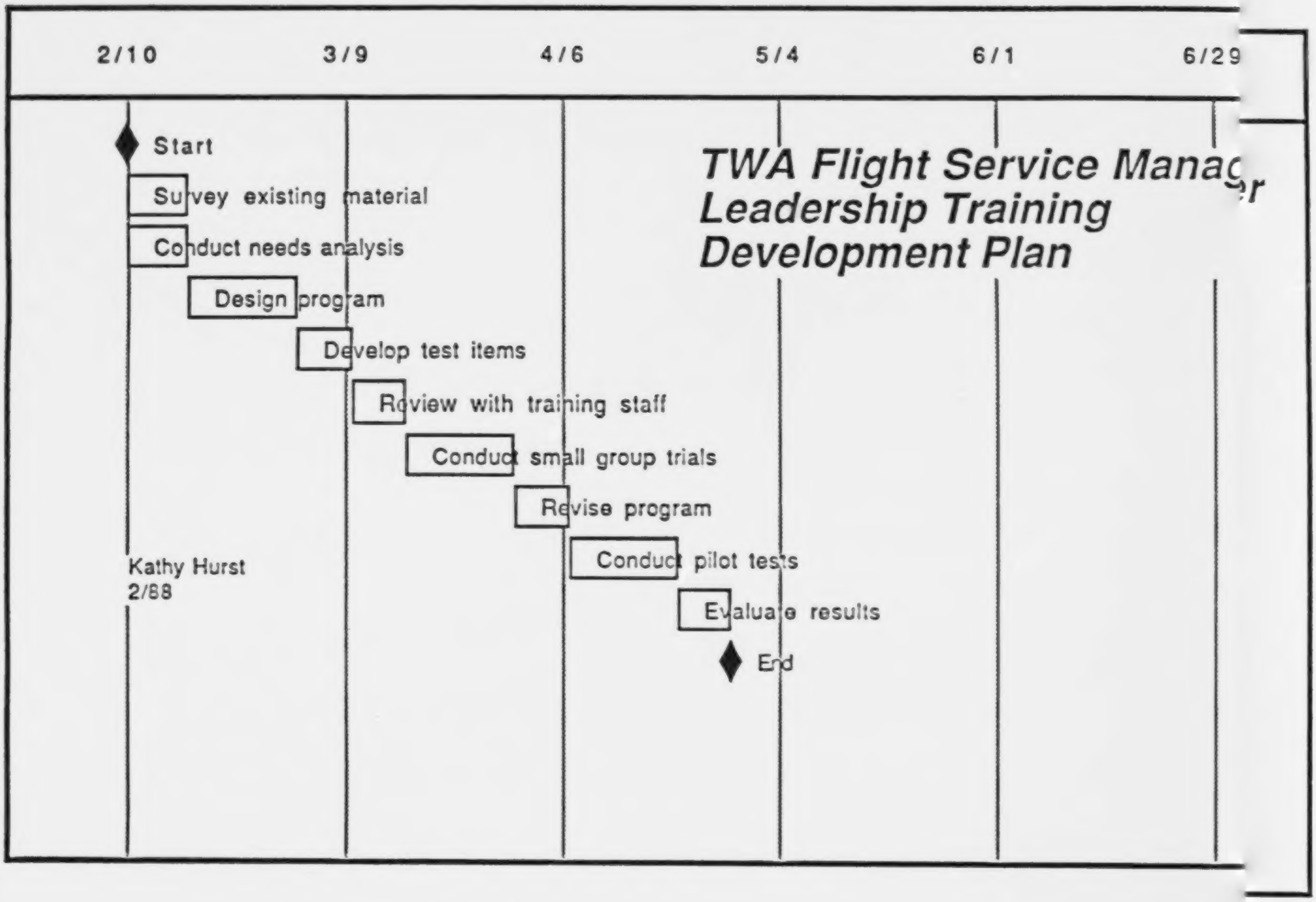
The standards are:

> Direct and coordinate the specific actions of your crew to ensure helpfulness throughout the deplaning process.
>
> Ensure that particular attention is provided to customers with special needs.
>
> Complete flight reports, in-flight incident and other in-flight reports accurately and forward to the appropriate In-Flight Services personnel.

You are accountable for the Customer Service Standards in Phase IV through your efforts and those of your cabin team. (TWA, 1983, pp. 0.00.07 - 0.00.09)

APPENDIX D

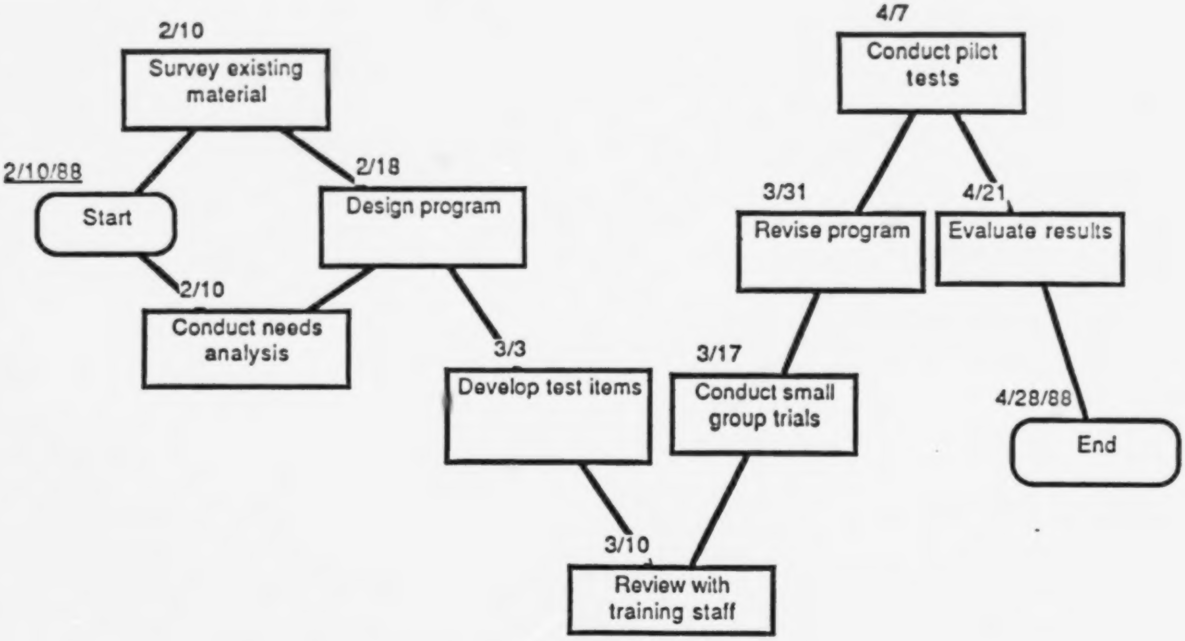
Project Planning



TWA Flight Service Manager
Leadership Training
Development Plan

Kathy Hurst
2/88

TWA Flight Service Manager Leadership Training Development Plan


2/10
Survey existing material
2/10/88
Start
2/18
Design program
2/10
Conduct needs analysis
3/3
Develop test items
3/10
Review with training staff
3/17
Conduct small group trials
3/31
Revise program
4/7
Conduct pilot tests
4/21
Evaluate results
4/28/88
End

Kathy Hurst
2/88

Actual Sequence of Planning

		Start	Finish
1.	Start	2/12/88	2/12/88
2.	Needs analysis	2/12/88	3/17/88
3.	Present proposal	3/17/88	3/17/88
4.	Develop objectives and test items	3/17/88	3/22/88
5.	Determine program content	3/22/88	4/8/88
6.	Concept test	3/22/88	4/8/88
7.	Design/record slide tape	4/18/88	4/20/88
8.	Trial	4/27/88	4/27/88
9.	Collect data and revise	4/27/88	5/1/88
10.	Trial	5/2/88	5/2/88
11.	Collect data and revise	5/1/88	5/16/88
12.	Trial	5/16/88	5/16/88
13.	End	5/17/88	5/17/88

APPENDIX E

Post Learning Questionnaire

Post Learning Questionnaire

1. What was your overall reaction to this class?

_____excellent _____good _____fair _____poor

2. Did it give you:

_____new information

_____specific approaches which can be applied on the job

_____an interesting session, but not "real world"

3. How would you rate the program length?

_____too long _____too short _____just right

4. What was the most valuable, if any, to you?

_____lecture _____discussion ______slide/tape

_____posters _____role play

5. What was the least valuable, if any, to you?

___ _lecture _____discussion _____slide/tape

_____posters _____role play

6. Would you recommend this program to other Flight Service Managers?

_____yes _____no

7. Would you change this program in any way?

_____yes _____no

8. If so, how?

Post Learning Questionnaire
Trial #1

1. What was your overall reaction to this class?

 13 excellent 4 good ____ fair ____ poor

2. Did it give you:

 14 new information

 15 specific approaches which can be applied on the job

____ an interesting session, but not "real world"

3. How would you rate the program length?

 1 too long 1 too short 15 just right

4. What was the most valuable, if any, to you?

 18 lecture 17 discussion 4 slide/tape

 5 posters 5 role play

5. What was the least valuable, if any, to you?

____ lecture ____ discussion 8 slide/tape

 2 posters 3 role play

6. Would you recommend this program to other Flight Service Managers?

 17 yes ____ no

7. Would you change this program in any way?

 3 yes 14 no

8. If so, how?

Post Learning Questionnaire
Trial #2

1. What was your overall reaction to this class?

   __4__ excellent __1__ good __2__ fair __1__ poor

2. Did it give you:

   __1__ new information

   __5__ specific approaches which can be applied on the job

   __1__ an interesting session, but not "real world"

3. How would you rate the program length?

   __5__ too long __2__ too short __1__ just right

4. What was the most valuable, if any, to you?

   __2__ lecture __5__ discussion __2__ slide/tape

   __2__ posters __4__ role play

5. What was the least valuable, if any, to you?

   __2__ lecture __1__ discussion _____ slide/tape

   __2__ posters __2__ role play

6. Would you recommend this program to other Flight Service Managers?

   __6__ yes __2__ no

7. Would you change this program in any way?

   __4__ yes __3__ no

8. If so, how?

Post Learning Questionnaire
Trial #3

1. What was your overall reaction to this class?

   __7__excellent __10__good __1__fair _____poor

2. Did it give you:

   __6__new information

   __18__specific approaches which can be applied on the job

   __1__an interesting session, but not "real world"

3. How would you rate the program length?

   __3__too long _____too short __15__just right

4. What was the most valuable, if any, to you?

   __6__lecture __15__discussion __4__slide/tape

   __2__posters __6__role play

5. What was the least valuable, if any, to you?

   _____lecture __1__discussion __4__slide/tape

   __2__posters __6__role play

6. Would you recommend this program to other Flight Service Managers?

   __17__yes __1__no

7. Would you change this program in any way?

   __2__yes __15__no

8. If so, how?

APPENDIX F

Post Test

Post Test

1. List three barriers to effective communication.

2. List six steps you can take to become a more effective communicator.

3. Give one example of how you might use this behavior on the job.

SCORING MECHANISM

The test has three questions. Answering all three correctly yields a score of one hundred.

Question number one has three parts. Each part is worth ten points.

Question number two has six parts. Each part is worth ten points. On question two and three, the student may use BAD and LEARNS as memory aids. However, if they list other behaviors that also fit the category, those answers are acceptable.

Question number three is worth ten points.

APPENDIX G

Instructional Materials First Set

COMMUNICATION ON THE JOB

OBJECTIVE: During classroom discussion and lecture, the students will identify behaviors which block communication.

While viewing a slide/tape communication model the students will identify behaviors which aid communication.

Using situation sheets provided by their classmates, the students will demonstrate an ability to use those behavior techniques which help the communication process. They will follow the steps of Leveling, Explaining, Asserting, Recognizing, Never saying never and Stating a solution.

MATERIALS:

1. Posters
2. Blank Flip Chart
3. Tape
4. Boarding Slide/Tape
5. Communication Slide/Tape
6. Situation Sheets (one per trainee)
7. Observer Checklists (one per trainee)

TIME: 2:30

I. INTRODUCTION
  A. Fears/Concerns about new role
  B. Overview of class
  C. Statement of Objectives

II. THE FSM IS THE COMMUNICATION CENTER OF THE PLANE
  A. Boarding scene
  B. Communication situation on the job

III. FALLING INTO THE BAD TRAP
  A. Blocking
  B. Avoiding
  C. Dismissing

IV. CLIMBING BACK OUT
  A. The target shooter
  B. The definition of assertiveness
  C. Sending assertive messages
  D. Steps to learning assertive behavior

V. A LESSON LEARNED
  A. Slide/tape
  B. Discussion

VI. SKILL PRACTICE
  A. Divide group
  B. Assign roles
  C. Record observations

VII. CONCLUSION

I. INTRODUCTION

If you see someone you know while at the hangar or terminal, do you have trouble communicating? Of course not. If it's an old friend, chances are you don't even have to use complete sentences. I bet you could both talk at the same time and still understand each other!

But communicating at work is much more difficult. For one thing, a lot of communication involves people we don't know and may never see again.

There isn't much incentive to communicate effectively with some one you do not know.

There may be physical barriers such as briefing space or noises which get in the way. Let's face it, trying to have a briefing at the St. Louis gate area is practically impossible.

There is not a lot we can do about noise and space, but we can do something about the other things that get in the way.

Barriers come in all sizes. Just like soft drinks. Small, medium, large.

The largest barriers are those which we create ourselves.

We accuse passengers of carrying on excess baggage, but I think we are sometimes just as guilty. Only our carry on baggage isn't as obvious as a suitcase or a guitar. Our carry on baggage is hidden.

We bring attitudes, feelings and fears on board.

QUESTION: What are some examples of attitudes?

ANSWER:

1. Confidence
2. Cockiness

3. Insecurity
4. Superiority
5. Chauvinism
6. Prejudice

INSTRUCTOR: You may get a different response than the examples shown above. Any answer is acceptable as long as the student demonstrates an understanding of the word "attitude."

QUESTION: What are some examples of feelings?

ANSWER:

1. Resentment
2. Happiness
3. Anger
4. Sadness
5. Defensiveness
6. Frustration

FEARS
CONCERNS

A. FEARS / CONCERNS

Maybe you are experiencing feelings just like these.

All of you are here because you are starting new jobs. Many things will change for you in the near future. Some will be good. Some might be bad.

QUESTION: What are some things that you look forward to?

Do you see any negatives?

INSTRUCTOR: Record their answers on a flip chart. List things they anticipate on one side and things they fear on the other. You may wish to tape them on the wall and refer to them during class.

Your crews will now be looking at you in a different way. Do you see yourself as a Flight Service Manager yet? It is a big responsibility and is bound to have many challenges.

It's easy to see that there are a lot of positives and negatives awaiting you. I hope that when you leave class today some of those concerns and fears will have been eliminated.

OVERVIEW OF CLASS

B. OVERVIEW OF CLASS

During the next two and one half hours we will examine:

1. The Flight Service Manager's role in communication.
2. Some real life situations encountered on the job.
3. Traps we fall into.
4. Ways to avoid those traps.

You will also get a chance to practice specific assertive behaviors that you can use on the job. These will help you become better communicators.

What is communication? According to Webster's dictionary it is "the act of imparting information; to reveal; to convey .... the art of making known." Communication may be one-way or two-way.

INSTRUCTOR: Point to poster. (one way/two way communication)

We are all familiar with one-way communication. Everytime we check-in for a flight, there is usually some bulletin in our mailbox. And you cannot walk through the communication centers without seeing all of the notices and signs posted everywhere. While one-way communication is necessary in most companies, it is not the most effective.

The most effective way to transfer information is two-way. Two-way communication happens when two people really talk and really listen to each other. Each person involved gets a chance to send a message, receive it, respond to it and send it back.

The things we say and do can either help or hinder the process.

STATEMENT OF OBJECTIVES

C. STATEMENT OF OBJECTIVES

1. During class today you will have a chance to identify three BAD habits which block effective communication.
2. Together, we will discover six steps you can take which will help you become better communicators.
3. And finally, you will each have an opportunity to practice taking these steps with each other.

THE FSM IS THE COMMUNICATION CENTER

II. THE FSM IS THE COMMUNICATION CENTER OF THE PLANE

The Flight Service Manager is really the communication center for the entire plane. Keeping everyone informed is not an easy task. If just getting an accurate meal count on a DC-9 is a challenge, imagine the challenge facing a FSM on a transatlantic 747!

BOARDING SLIDE/TAPE

A. TYPICAL COMMUNICATION

Let's look at some typical communication patterns that we see on the job.

INSTRUCTOR: Turn on boarding slide/tape.

SYNOPSIS OF SLIDE/TAPE

NOTE: This is a depiction of those hectic moments prior to the passenger boarding. Voice-activated slides are used. The overall impression is chaos and confusion.

END OF SLIDES

INSTRUCTOR: Turn off slide/tape.

A little overwhelming isn't it? Each person seems so concerned with only their message that they don't realize the poor FSM is getting bombarded with information.

QUESTION: Which communication did you just see?

ANSWER: One-way

INSTRUCTOR: If you get a response of two-way, try to build on the student's answer. Do not indicate to the student that the answer is inappropriate. However you must point out that most of what they saw was one-way.

People tend to ignore messages sent just one-way. The information has a tendancy to go in one ear and out the other. But if both people involved get a chance to respond and reply, then real communication has taken place.

Now I'm not saying that all communication is positive. Many times at work we must talk about issues on which we disagree. But those issues can be resolved if the lines of communications stay open. When the lines close, we run into trouble.

INSTRUCTOR: Point to poster.

Our bodies depend on the transferring of information, signals, and fluids to keep them running. When the eye sees something like a television commercial, it transfers that image to the brain.

The brain receives it and decides to take action. The hands and feet now receive the message from the brain and propel you into the kitchen for ice cream!

Just like images and messages, fluids are transferred also. One important fluid is blood. If the blood cannot flow through our system freely, then our hearts don't pump as well. High cholesterol levels form plaque which prevents our blood from moving unobstructedly.

The arteries are channels carrying fluids the body needs. When the lines get clogged, trouble begins.

Our conversations can be seen the same way. Instead of arteries carrying fluid, we use words to carry ideas and messages. And just like the artery, when the lines get clogged, trouble begins.

A few minutes ago we looked at a very hectic boarding scene. During boarding you talk to a lot of people.

QUESTION: Who are they?

ANSWER: F/A's, cockpit crew, agents, commissary, passengers.

QUESTION: Before you go to briefing, who else might you see?

ANSWER: Other FSM's, F/A's, supervisors.

SETTING UP THE SITUATION

B. SETTING UP A SITUATION

I'm going to pass out some situation sheets. What I'd like you to do is fill them out using some memories of something you saw or were actually involved in concerning a Flight Service Manager.

Please don't say what the outcome was. It's not important. What is important is the setting of the scene. Imagine you are the director of a play and you are getting the sets, props, and actors ready for the first act.

The situation should involve some sort of communication. It could have been a positive or a negative encounter. It could have been with the people we mentioned earlier or anyone else.
For example, suppose you remember a conversation between a FSM and a top off man. They were arguing about the meal count and both were getting upset. That kind of encounter is what we're looking for.

When filling out the sheets, try to give as much detail as possible.

The most important item is the point of view of each of the people involved. What seemed to be their attitudes or feelings? What did they do that showed you how they felt?

INSTRUCTOR: Distribute situation sheets. Allow 5 to 10 minutes for completion. You may need to circulate and answer questions.

All right. Has everyone finished? Just put them aside for now. We will come back to them later. You will have a chance to pick people in the class, assign them roles, and observe the scene which you have just described.

When you were completing your sheets I hope you thought about the feelings, values, and attitudes of the people involved. In other words, did they have any carry on baggage?

Sometimes our feelings cause us to distort what is really being said. When this happens the trap has sprung and trouble is on its way.

THE TRAP

III. FALLING INTO THE TRAP

Recognizing the feelings and attitudes involved is the first step in avoiding problems.
For example, suppose you flew to West Palm Beach last month. You always worked in the coach cabin and it seemed as though each boarding was worse than the one before. Twice the door was closed and the jetway pulled before people were seated. A couple of times you saw more people than seats.

So now you are the FSM and you are on your way to West Palm. After the passengers deplane, you go out to the agent and say: "Look, we always have a problem here. You close the door too soon and we're stuck. Today we're not closing the door until we know everybody has a seat."

QUESTION: What kind of communication would that be?

ANSWER: One-way

INSTRUCTOR: If students give response of two-way, point out that so far only one person has talked, therefore the communication is one-way.

QUESTION: What is the problem?

ANSWER: The FSM wants to see that each passenger has a seat before the door is closed.

QUESTION: Do you think the actions of the FSM solved it?

ANSWER: No

QUESTION: What kind of a response do you think you would get from the agent?

ANSWER:

1. Defensive
2. Resentful
3. Angry

It is very hard not to let feelings influence our behavior. We all have a tendency to assign people and situations to categories. We stereotype them.

INSTRUCTOR: You may choose to illustrate the following points on the blank flip chart by drawing pigeon holes.

INSTRUCTOR: Ask students how a machine gun and a marshmallow would handle the situation.

If the ex-cap doesn't go along, you'll have to repeat the problem and state what needs to be done again.

"I", "You", "We"

C. SENDING ASSERTIVE MESSAGES

Communication experts feel that sending messages using the words "I", "You", and "We" is the most effective way of getting your idea across.

1. Use "I" to state your feelings.
2. Use "You" to acknowledge the other person and their behavior.
3. Use "We" to offer solutions, if necessary.

I like to think that the marshmallows and the machine guns are poor leaders because they never learned the correct things to say and do.

Our target shooter, on the other hand, is very comfortable practicing assertive behavior.

INSTRUCTOR: Point to the poster. (I, You, We)

1. "I" statements express thoughts, feelings, desires. They can state preferences and make requests.

   EXAMPLE: "I need your help at the boarding door."

   "I wish that you and Joan could get along."

Picture yourself working in the post office, only you are not sorting mail, you are sorting people.

Pilots go in one box, agents in another. Supervisors go over here and so on.

When you are all finished you might have a very neat stack of people. But that does not work in real life.

In real life we need to try and see each encounter and each person as unique to a particular situation.

When we barrel ahead and ignore the other person's feelings and responses we are forming the first of three bad habits.

INSTRUCTOR: Point to poster. (Blocking)

THE FIRST BAD HABIT

A. BLOCKING OUT THE OTHER PERSON

Blocking is like throwing a wet blanket on the situation. It usually stops all communication and shuts out the other person involved.

Statements like "That will never work, I'm the Service Manager and what I say goes," are statements which block out the other person. When emotions get in the way, we do not hear what is being said. We just wait until it is our turn to talk.

THE MACHINE GUN

1. An article I once read was about using communication to avoid stress. Dr. Brent Ruben, a professor at Rutgers was the author. He felt that communication was the primary means through which we dealt with stress. He felt that people communicated in three styles. The first was the machine gun style.

QUESTION: What do you think this style is like?

ANSWER:

1. Aggressive
2. Pushy
3. Controlling
4. Arrogant
5. Dominant

Have you ever flown with a machine gun? I have.

INSTRUCTOR: You may choose to accent the first line of each of the following points. Speak loudly and forcefully to drive the point home.

2. **MACHINE GUNS PUSH!** Those who use this approach tend to say what is on their minds regardless of the consequences. The machine gun has no difficulty speaking up in public and in fact may be seen as highly verbal and outgoing. In some cases they may be threatening.

   Machine guns often get their way but they leave people feeling resentful and angry.

3. **MACHINE GUNS CONTROL!** They try to assert their ideas over other people. They do not just try to persuade, they try to take over.

4. **MACHINE GUNS ARE POWERFUL!** They want to assert authority over others and dominate them. Thus, they use "my way" a lot.

   If you were to use the machine gun style with your crew, chances are you might get compliance. But you would not have a team. They would be united against you instead of with you.

5. **MACHINE GUNS BARREL AHEAD!** They block out the other person's feelings. They are aggressive rather than assertive. They let others know very quickly where they stand and what they expect. But they also seem self-centered. The machine gun creates stress for others.

THE SECOND BAD HABIT

At the opposite extreme are those people who practice the second **BAD** habit.

INSTRUCTOR: Point to the poster. (Avoiding)

B. AVOIDING THE ISSUE

Avoidance is characterized by withdrawal. People use this to deny a problem and to rationalize their position.

For instance, I once saw a Service Manager accept an over size piece of luggage and put it in the lower 1011 galley for take off and landing. The F/As had attempted to stop this item from coming on board at the door, but the FSM took it anyway.

The FSM rationalized his position:

1. It would probably not have made the flight if checked.
2. Chances are the FAA was not on board.
3. It would make the customer happy.

However he ignored and avoided the real issue.

1. The case was oversized and should have been checked.
2. His actions reinforced the customer's behavior. In other words, the customer now felt he could bring the case on every flight.

THE MARSHMALLOW

People who use this style are called marshmallows.

QUESTION: What do you think marshmallows are like?

ANSWER:

1. Soft
2. Cautious
3. Passive
4. Submissive
5. Weak

Have you ever flown with a marshmallow?

1. Those who use the marshmallow approach take the path of least resistance. They choose simply to go along and comply with the demands of others, regardless of how unreasonable the demand. They don't want to "rock the boat."
2. Marshmallows sometimes internalize their frustrations and anger. Unlike the machine gun, who causes stress for others, the marshmallow causes stress for himself.
3. They give all outward signs of being an accepting and accomodating pushover, yet they may be angry inside. They may also be afraid. They may be afraid of taking a stand

and jeopardizing what appears to be a stable, peaceful environment.

Avoiding the issue is not helpful nor is it desirous in most communication.

Marshmallows are passive, not assertive.

Both marshmallows and machine guns practice the third BAD habit.

THE THIRD BAD HABIT

INSTRUCTOR: Point to prepared poster. (Dismissing)

C. DISMISSING THE FEELINGS, ATTITUDES AND VALUES OF THE OTHER PERSON.

When you discount what someone is saying, what you are telling that person is that you don't care about them.

QUESTION: Can you think of any ways in which we do this?

ANSWER:

1. Interrupting
2. Ignoring
3. Putting others down
4. Using sarcasm
5. Being cynical

What usually happens is that someone presents us with a problem. And instead of seeing the problem from his point of view, we immediately start trying to get him to see it from our point of view.

A typical example occurs almost daily. What does the usual communication sound like between crew and gate agent?

AGENT: "Are you ready? I've got to board."

FSM: "Could we have 5 minutes to take a meal count? Commissary just left."

AGENT: "Look, we're full. Here they come."

Sound familiar? You bet. Wasn't much real communication going on there. Unfortunately a lot of on the job communication sounds just like that. I think we are all guilty of ignoring other employee's wishes, especially if it is in the heat of the battle.

QUESTION: Who is more likely to be interupting and sarcastic? The marshmallow or the machine gun?

ANSWER: The machine gun.

Neither of these two types practice good communication skills. Their messages never get through. They've never taken the time to form good habits and consequently only have **BAD** ones. They block, they avoid, they dismiss.

INSTRUCTOR: Point to poster. (BAD)

During the heat of battle forming good habits is hard. But that is when we need them most.

1. Forming good habits is just as easy as forming bad ones. They don't happen overnight. Some we have to work on every day. But we can start by recognizing one of these behaviors when we see it.

2. The next good habit is avoidance. Try and stop yourself when you feel like pushing your ideas through or when you feel that the other person's position is unreasonable.

3. That brings us to our last good habit, taking action.

   Taking action means using two-way communication.

INSTRUCTOR: Point to communication styles on poster. (Target/bull's eye)

CLIMBING OUT OF THE TRAP

IV. CLIMBING OUT OF THE TRAP

The ideal communicator is neither a machine gun nor a marshmallow. But someone in between.

I think the most difficult part of being a FSM is communicating with the Flight Attendants. It is not communicating with the agents or cockpit.

In his book, The Situational Leader, Dr. Paul Hersey defines leadership style as,

> "the patterns of behavior (words and actions) of the leader as perceived by others."

In other words, your effectiveness as a Flight Service Manager will depend on how others see you. In looking at leadership styles, Dr. Hersey makes a distinction between behavior and attitude.

1. An attitude is a feeling, concern, opinion.
2. Behavior is what you say and do.

For example, you might have an attitude or an opinion about certain things. But no one will ever know that. Because no one can tell what you are thinking at any given time.

However, if you cross your arms, roll your eyes, or in some other way signal disbelief, everyone will know what is on your mind.

They will know because your behavior told them.

Your behavior, as seen by others, is what provokes a response. As a FSM you can influence the behavior of your crew.

I am sure that you have flown with many types of Flight Service Managers. You probably liked some of them and disliked others.

QUESTION: What did you like about them? Dislike?

INSTRUCTOR: List likes on one side of the flip chart, dislikes on the other.

QUESTION: Were any of these communication styles?

I see some marshmallows and machine guns here in our dislike column. But we do not yet have a name for our communication expert.

Let's call him the Target Shooter.

THE TARGET SHOOTER

A. THE TARGET SHOOTER

The strategy of the target shooter is to take aim carefully, send the arrow, and hit the bull's eye. The target shooter is assertive.

QUESTION: What do you think "assertive" means?

INSTRUCTOR: Solicit comments from class. Contrast assertive versus aggressive.

The expert's define assertiveness as "the direct communication of one's needs, wants, and opinions without punishing, threatening, or putting down the other person."

Unfortunately it's a word that has been misunderstood. The machine guns have given it a bad press. Contrary to popular opinion, assertion is not primarily a way to get what you want, nor is it a way of controlling or manipulating others.

INSTRUCTOR: Point to prepared poster. (Definition of Assertiveness)

When you are communicating with your crews you can also be assertive. Aim the message carefully. If you do not aim carefully, you will miss the mark.

EXAMPLE: If only one Flight Attendant is getting lost during pick-up, you do not need to talk to everyone. However, talking to everyone is what most FSM's do.

A typical response by the FSM in the next briefing would be to say something like:

> "Pick-up went a little slow yesterday. Remember none of us are finished until we're all finished."

QUESTION: How do you think the other crew members would feel?

1. Unjustly reprimanded
2. Angry
3. Resentful

QUESTION: Do you think the person who keeps getting lost would get the point?

ANSWER: No.

QUESTION: What would have been a more appropriate approach?

ANSWER: She could have spoken to him alone.

Exactly. Had she been a good target shooter she would have aimed her message accurately. In her case, she missed the mark.

Now I can't say that the FSM was totally wrong. She did address the problem. However, she avoided the real issue (Bad habit) and dismissed the feelings of the other crew members who were doing their jobs correctly.

In this case, the behavior didn't match the situation. Assertive behavior is learned and specific. It isn't something you're born with like red hair or blue eyes. Rather, it is something you acquire.

Remember The Situational Leader? Dr. Hersey said that leadership style is a "pattern of behavior as perceived by others." What you say and do influences what others say and do.

You need not follow the same behavior pattern in all situations.

In fact, to do so in every case is wrong. One of Dr. Hersey's principles is that a person need not be assertive in every position. The effective communicator learns to judge the situation and chooses behavior accordingly.

Professor Merna Galassi and Professor John Galassi, both educators at major colleges in North Carolina wrote a book entitled, Assert Yourself. It is a training manual for facilitators, instructors, or individuals who wish to master the skills of assertiveness training. Much of our remaining discussion will center on their findings.

DEFINITION OF ASSERTION

B. DEFINITION OF ASSERTIVENESS

Assertion is the direct communication of one's needs, wants, and opinions without punishing, threatening, or putting down the other person. It also involves standing up for your legitimate rights without violating the rights of others.

It is not a means of solving all leadership problems. It is simply a means of direct and honest communication between individuals.

Target shooters use assertive behavior for three reasons:

1. To express positive feelings.

EXAMPLE: make requests
indicate solutions

2. To state opinions.

EXAMPLE: explain reasons for refusal
standing up for your rights
expressing your opinion

3. To express negative feelings.

EXAMPLE: showing annoyance
indicating displeasure

INSTRUCTOR: You may choose to ask the class for examples of the above. If so, make certain they see the difference between assertive and agressive statements.

It would be so easy for you as Flight Service Managers, or for leaders everywhere, if there were a magic formula that could be applied to every situation. But there isn't. Like any other skill, effective, assertive leadership becomes easier the more you understand and practice the skills involved.

For explanation's sake lets look at the four statements I have written on this chart.

INSTRUCTOR: Point to poster. (See, feel, think, needs)

"This is what I see"

"This is what I feel"

"This is what I think"

"This is what needs to be done"

These statements are all assertive statements. They are adult, non judgmental, non aggressive.

You do not need to use all of them all of the time. For instance, if you were giving someone a compliment you might just say what you see and feel.

EXAMPLE: "Dennis, thanks for rewinding the movie when I was downstairs. I like flying with someone who is on the ball."

But, if you were in a stickier situation you might need to use all four. Let's take another example.

EXAMPLE: Suppose you saw an ex-cap standing in the jetway. She had a garment bag, crew kit, totebag, and purse. You have a full aircraft.

What do you do? Now we all know the rules. Two pieces of luggage and a purse are allowed.

A person who is comfortable practicing assertive behavior might say something like:

AN ASSERTIVE SOLUTION

"Hi, I'm Nancy Smith, the FSM. You probably can't tell from there but we are really filling up. I see that you have several bags. They will be a problem on this flight.

Would you check one of them? If you decide which one, I'll get you a bag tag."

"I would prefer that you placed the carts at the number two doors."

QUESTION: What would a machine gun say?

2. "You" statements show concern and understanding for the other person. They acknowledge the point of view of the other person.

   They can also describe behavior and show its effect on others.

   EXAMPLE: "You feel pressured without an additional F/A."

   "You handled that complaint beautifully."

   "When you are late for briefing, it puts all of us behind because we have to start over."

QUESTION: What would a machine gun do?
What would a marshmallow do?

3. "We" statements indicate alternatives or options. They can also recognize relationships and state decisions.

   EXAMPLE: "We could blitz ambassador class or allow L2B to work alone."

   "We decided to do special meals first."

   "We're going to fly together all month so it's important that we work well together."

QUESTION: What would a machine gun do?

These statements are short and to the point. They can stand on their own or be combined. They can also be used for a variety of purposes.

People have a right to express their feelings, but they also have a responsibility to listen to the opinions and feelings of the other person. When people really listen to each other and respond, then communication is effective. It breaks down when we allow our **BAD** habits to take control.

Let's look at an easy way for you to develop a new habit. Here is a word that may help you remember six easy steps to better communication. The "I", "You" and "We" statements can be used at each step. The word is **LEARNS.**

INSTRUCTOR: Point to poster.

L - level, be specific

E - explain your feelings

A - assert/not insist

R - recognize the feelings of others

N - never say never - avoid absolutes

S - show the impact on the group
state a solution

LEARNS

D. STEPS TO LEARNING ASSERTIVE BEHAVIOR

Let's look at each of these actions separately.

1. Level

QUESTION: What is leveling?

ANSWER: Being honest
Saying what you mean

That's right. We so often don't say what we really mean. If our comments are concise, specific, and to the point the message is more apt to hit the target.

EXAMPLE: "Beth, I found your change fund in the lav. I can't help but think you were careless. If someone had found the money and taken it, our count would have been twenty dollars short."

2. Explain

When you express your feelings you don't have to justify or make excuses. You have a right to express your opinion. When you qualify or make excuses you weaken the impact of your message.

EXAMPLE: "Look, we all know Quality Control is out there. The company expects us to meet their standards and so do I."

Vs

"Look, we all know Quality Control is out there. Personally, I could care less whether you wear your smock or not. But they say it's important."

3. Assert

We've talked a lot about this today. Assertive does not mean being aggressive. It just means saying what you think, feel, see, and want to be accomplished.

EXAMPLE: "Tom, I would prefer that you used both Ambassador bar carts."

4. Recognize

Acknowledging the position of the other person is vital to most communication. There may be times, such as in an emergency, when you must take total charge. In that case the direction would be only one way. But those encounters are rare. What you are going to face every day are small encounters with employees, passengers and other F/A's. Recognizing their feelings is important.

EXAMPLE: "Sue, I know that boarding was very hectic and you felt all alone. I can see how easy it was to forget to pull out your demo equipment."

5. Never

Never say never. Using words like always, should, and must really block communication. These words tell the other person that you have already made up your mind and are not interested in what they have to say.

EXAMPLE: "Darn it Tracey, you're always in the lav when pick-up starts."

6. Show/State

When you can show the impact of someone's behavior on the group you are being a more objective leader. Conflict occurs almost instantly when you zero in on the person instead of his/her behavior.

EXAMPLE: Imagine the difference between:

"Chris, you've got a lousy attitude. You never pay attention."

and

"Chris, when you talk during briefing it stops people from hearing the bidding."

Stating a solution is the ideal way to end any encounter. The solution should be specific and reasonable.

"I'd like you to stop talking until we're through" is more effective than "You'd better shape up."

SLIDE/TAPE

V. A LESSON LEARNED

Any questions? If not let's take a look at some situations Service Managers encounter. As you watch the slides notice how the FSM's handle each one.

INSTRUCTOR: Turn on slide/tape.

SITUATION ONE: Briefing

FSM: Hi, I'm Diane Moyer, your Flight Service Manager today. The first leg should be pretty easy. Our load is light and the service is just a snack.

F/A: Listen, Diane, I've been flying this all month and I'm senior. Can I go ahead and sign the sheet? I need to make a phone call.

FSM: I'd rather you stayed. We'll be finished in a few minutes and I think it's important that we all hear the same information.

F/A: Ok.

SITUATION TWO: Carts

FSM: Jan, do you have that sheet I gave you in briefing? You know, the one that has the cart order on it?

F/A: Yeah, it's here someplace. Why?

FSM: We don't have space for the ones that are coming now. But if you send them up according to that sheet they will be all right.

F/A: Ok. Send that one back down and I'll get the other carts ready.

SITUATION THREE: Liquor Service

FSM: Hey, what's going on?

F/A #1: We're setting up. The food carts should be ready in a minute.

FSM: But we have a separate liquor service first.

F/A #2: You're kidding. Our other Service Manager never did one. We've been combining all month.

FSM: Have you been full?

F/A #1: Yeah.

FSM: Well that's the reason why. But our load is light today and we've got a long flying time. And *it is* a scheduled service. Besides, two people have already asked me for drinks.

F/A #1: Ok. If that's what you want.

FSM: It is. I'll go down and tell Leslie while you set-up.

SITUATION FOUR: Galley

F/A #1: Boy I'm really starved.

F/A #2: Yeah. I thought we'd never finish.

FSM: Hi. So this is where everybody is. I noticed there wasn't anybody in the back. Would one of you go and keep an eye on things?

F/A #2: We just left for a minute. This is the first time we've had a chance to eat.

FSM: I know. I haven't eaten either. But I think someone should be in the back all the time.

F/A #1: Ok. I'll go back now Tina. When you're through come get me.

FSM: Thanks.

INSTRUCTOR: Turn off slide/tape.

Can you see yourself going through anything similar?

ROLE PLAY GROUPS

VI. SKILL PRACTICE

Now that you've had a chance to watch an example, you are now going to have a chance to practice with each other.

A. Get out the situation sheets you filled out earlier. I'm going to divide you into groups of three. Take your situations with you.

B. When you are in your groups take turns describing your particular situation to the other people. Assign roles to your team members. Try and act out the parts you have described.

C. I will also give each of you an observer sheet. If two people in your group are role playing the situation, then you are the observer.

Record the behavior of the FSM on the observer checklist. You may see something done more than one time.

You will have 30 minutes for this exercise. Each role play should take about 10 minutes.

Have fun.

INSTRUCTOR: Note time. Circulate from group to group and monitor the activity. Conclude after 30 minutes and bring them all together again.

Collect observer checklists and situation sheets.

Solicit comments from group.

V CONCLUSION:

Learning new things to say and do is never easy. It all starts with one step.

But when you become more comfortable with these new habits, things will get easier. I bet that if you choose to act in the ways we've discussed today, your crews will have a greater respect for you and that you will have a greater respect for yourself.

Remember, your behavior influences the behavior of the other person. No two people and no two situations will be identical. But the most effective communicators care about people, care about results, and care about successful solutions.

SITUATION SHEET

1. Who were the participants?

2. What was the location? (be specific)

3. What was the voice level of each person?

5. How did each person reveal their emotions through body language?

6. Describe the problem as seen by each person. What was their point of view?

OBSERVER CHECKLIST

Place a checkmark by the steps you saw/heard the FSM take.

If you saw/heard a behavior more than one time, place an additional checkmark in the yes space.

1. LEVELING (making specific statements)

"I" statements yes______ no_____
"You" statements yes______ no_____
"We" statements yes______ no_____

2. EXPLAINING (feelings)

"I" statements yes______ no______
"You" statements yes______ no______
"We" statements yes______ no______

3. ASSERTING (not insisting)

"I" statements yes______ no______
"You" statements yes______ no______
"We" statements yes______ no______

4. RECOGNIZING (the feelings of others)

"I" statements yes______ no______
"You" statements yes______ no______
"We" statements yes______ no______

5. NEVER SAY NEVER (avoid absolutes)

"I" statements yes______ no______
"You" statements yes______ no______
"We" statements yes______ no______

6. SHOW/STATE (the impact on the group, a solution)

"I" statements yes______ no______
"You" statements yes______ no______
"We" statements yes______ no______

Appendix H

Instructional Materials Second Set

COMMUNICATION ON THE JOB

OBJECTIVE: During classroom discussion and lecture, the students will identify behaviors which block communication.

After viewing a slide/tape communication model the students will identify behaviors which aid communication.

During role play activity, the students will demonstrate an ability to use those behavior techniques which help the communication process. They will follow the steps of Leveling, Explaining, Asserting, Recognizing, Never saying never, and Stating a solution.

MATERIALS:

1. Posters
2. Blank Flip Chart
3. Boarding Slide/Tape
4. Communication Slide/Tape
5. Role Plays
6. Observer Checklists

TIME: 2:30

I. INTRODUCTION

- A. Overview of class
- B. Statement of Objectives
- C. The FSM as a communication center

II. FALLING INTO THE BAD TRAP

- A. Blocking, Avoiding, Dismissing
- B. The machine Gun
- C. The marshmallow

III. CLIMBING BACK OUT

- A. The target shooter
- B. Definition of assertiveness
- C. Sending assertive messages

IV. A LESSON LEARNED

- A. Slide/tape situations
- B. Steps to LEARNing assertive behavior

V. SKILL PRACTICE

VI. CONCLUSION

I. INTRODUCTION

All of you are here because you are starting new jobs. Many things will change for you in the near future. Some will be positive. Some might be negative.

Your crews will now be looking at you in a different way. Do you see yourself as a Flight Service Manager yet? It is a big responsibility and is bound to have many challenges. One of the biggest challenges will be communicating with everyone you see.

OVERVIEW OF CLASS

A. OVERVIEW OF CLASS

During the next two and one half hours we will examine:

1. The Flight Service Manager's role in communication.
2. Some real life situations encountered on the job.
3. Obstacles which get in the way when we communicate with others.
4. Ways to avoid those obstacles.

STATEMENT OF OBJECTIVES

B. STATEMENT OF OBJECTIVES

1. During class today you will have a chance to identify three BAD habits which interfere with effective communication.
2. Together, we will discover six steps you can take which will help you become better communicators.
3. You will also get a chance to practice specific behaviors that you can use on the job.

THE FSM IS THE COMMUNICATION CENTER

C. THE FSM IS THE COMMUNICATION CENTER OF THE PLANE

The Flight Service Manager is really the communication center for the entire plane. Keeping everyone informed is not an easy task. If just getting an accurate meal count on a DC-9 is a challenge, imagine the challenge facing a FSM on a transatlantic 747!

BOARDING SLIDE/TAPE

Let's look at a typical communication pattern that we often see on the job.

INSTRUCTOR: Turn on boarding slide/tape.

SYNOPSIS OF SLIDE/TAPE

NOTE: This is a depiction of those hectic moments prior to passenger boarding. Voice-activated slides are used. The overall impression is chaos and confusion.

END OF SLIDES

INSTRUCTOR: Turn off slide/tape.

A little overwhelming wasn't it? Each person seemed so concerned with their message that they didn't realize the poor FSM was getting bombarded. The messages were only going in one direction. And the most effective type of communication goes back and forth.

QUESTION: What kind of communications did we just see?

ANSWER: One-way

INSTRUCTOR: Point to prepared poster. (one way/two way communication)

We are all familiar with one-way communication. Everytime we check-in for a flight, there is usually a bulletin in our mailbox. And you cannot walk through the communication centers without seeing all of the notices and signs posted everywhere. While one-way communication is necessary in most companies, it is not always the most effective.

The most effective way to transfer information is back and forth. Two-way communication occurs when two people really talk and really listen to each other. Each person involved gets a chance to send a message, receive it, respond to it and send it back.

People tend to ignore messages sent just one-way. The information has a tendancy to go in one ear and out the other. But if both people involved get a chance to respond and reply, then real communication has taken place.

D. INFORMATION PROCESSING

INSTRUCTOR: Point to prepared poster.

Our bodies depend on the transferring of information, signals, and fluids to keep them running. When the eye sees something like a television commercial, it transfers that image to the brain.

The brain receives it and decides to take action. The hands and feet now receive the message from the brain and propel you into the kitchen for ice cream!

Just like images and messages, fluids are transferred also. One important fluid is blood. If the blood cannot flow through our system freely, then our hearts don't pump as well. High cholesterol levels form plaque which prevents our blood from moving unobstructedly through our arteries.

The arteries are channels carrying fluids the body needs. When the lines get clogged, trouble begins.

Our conversations can be seen the same way. Instead of arteries carrying fluid, we use words to carry ideas and messages. And just like the artery, when the lines get clogged, trouble begins.

The things we say and do can either help or hinder that process.

II. FALLING INTO THE BAD TRAP

If you see someone you know while at the hangar or terminal, do you have trouble communicating? Of course not. If it's an old friend, chances are you don't even have to use complete sentences. I bet you could both talk at the same time and still understand each other!

But communicating at work is much more difficult. For one thing, a lot of communication involves people we don't know and may never see again.

There isn't much incentive to communicate effectively with some one you do not know.

There may be physical barriers such as briefing space or noises which get in the way. Let's face it, trying to have a briefing at the St. Louis gate area is practically impossible.

There is not a lot we can do about noise and space, but we can do something about the other things that get in the way.

Barriers come in all sizes. Just like soft drinks. Small, medium, large.

The largest barriers are those which we create ourselves.

We accuse passengers of carrying on excess baggage but I think we are sometimes just as guilty. Only our carry on baggage isn't as obvious as a suitcase or a guitar. Our carry on baggage is hidden.

We bring attitudes, feelings, and fears on board.

QUESTION: Have you ever carried feelings on to a flight? What were they?

Sometimes our feelings cause us to distort what is really being said. When this happens trouble is on it's way. When emotions get involved we get "hooked" and cause problems for ourselves as well as for other people.

Recognizing the feelings and attitudes involved is the first step in avoiding those problems.

INSTRUCTOR: Point to prepared poster. (BAD)

BAD

A. BAD

Many of our communication problems at work are caused by three BAD habits:

1. blocking
2. avoiding
3. dismissing

During the heat of the battle forming good habits is hard. But that is when we need them most.

For example, suppose you flew to West Palm Beach last month. You always worked in the coach cabin and it seemed as though each boarding was worse than the one before. Twice the door was closed and the jetway pulled before people were seated. A couple of times you saw more people than seats.

So now you are the FSM and you are on your way to West Palm. Before the passengers board, you go out to the agent and say: "Look, we always have a problem here. You close the door too soon and we're stuck. Today we're not closing the door until we know everybody has a seat."

QUESTION: What kind of communication would that be?

ANSWER: One-way

QUESTION: What problem does the FSM have?

ANSWER: The FSM wants to see that each passenger has a seat before the door is closed.

QUESTION: Do you think the actions of the FSM solved it?

ANSWER: No

QUESTION: What kind of a response do you think you would get from the agent?

ANSWER: 1. Defensive

2. Resentful
3. Angry

The FSM was feeling frustrated. It is very hard not to let feelings influence our behavior.

In this case, the FSM was allowing past feelings to interfere with present events. The FSM was stereotyping the West Palm Beach agent. We all have a tendency to assign people and situations to categories. To stereotype them.

INSTRUCTOR: You may choose to illustrate the following points on the blank flip chart by drawing pigeon holes.

Picture yourself working in the post office, only you are not sorting mail, you are sorting people.

Pilots go in one box, agents in another. Supervisors go over here and so on.

When you are all finished you might have a very neat stack of people. But that doesn't work in real life.

In real life we need to try and see each encounter and each person as unique to a particular situation.

When we barrel ahead and ignore the other person's feelings and responses we are forming the first of three bad habits.

INSTRUCTOR: Point to the prepared poster. (Blocking)

THE FIRST BAD HABIT

Blocking is like throwing a wet blanket on the situation. It usually stops all communication and shuts out the other person involved. In order to score a touchdown, the ball carrier must be able to move down the field. His teammates block members of the opposing team so that he can get through. They use their size and strength to block. But when we block communications we use words and actions.

Statements like "That will never work, I'm the Service Manager and what I say goes," are statements which block out the other person. When emotions get in the way, we do not hear what is being said. We just wait till it is our turn to talk. Anger, frustration, and resentment are emotions which cause us to feel stress. But stress isn't caused by what happens to us. It is caused by how we react to what happens.

THE MACHINE GUN

B. THE MACHINE GUN

Dr. Brent Ruben, a professor at Rutgers University, wrote an article about communication patterns and stress. He felt that people dealt with stress in three sytles. The first was the machine gun style.

QUESTION:	If machine guns were FSMs what would they be like?
ANSWER:	1. Aggressive 2. Pushy 3. Controlling 4. Arrogant 5. Dominant

Have you ever flown with a machine gun?

INSTRUCTOR: You may choose to accent the first line of each of the following points. Speak loudly and forcefully to drive the point home.

1. **MACHINE GUNS PUSH!** Those who use this approach tend to say what is on their minds regardless of the consequences. Machine guns have no difficulty speaking up in public and in fact may be seen as highly verbal and outgoing. In some cases they may be threatening.

   Machine guns often get their way but they leave people feeling resentful and angry.

2. **MACHINE GUNS CONTROL!** They try to force their ideas onto other people. They do not just try to persuade, they try to take over.

3. **MACHINE GUNS ARE POWERFUL!** They want to use their authority over others and dominate them. Thus, they use the words "my way" a lot.

   If you were to use the machine gun style with your crew, chances are you might get compliance. But you would not have a team. They would be united against you instead of with you.

4. **MACHINE GUNS BARREL AHEAD!** They ignore the other person's feelings. They are aggressive rather than assertive. They let others know very quickly where they stand and what they expect. But they also seem self-centered. Machine guns create stress for others.

They have one of our three BAD habits - blocking. And when we block out other people because of what we do and say, then communication fails.

THE SECOND BAD HABIT

At the opposite extreme are those people who practice the second **BAD** habit.

INSTRUCTOR: Point to the poster. (Avoiding)

Avoidance is characterized by withdrawal. People use this to deny a problem and to rationalize their position.

For instance, I once saw a Service Manager accept an over size piece of luggage and put it in the lower 1011 galley for take off and landing. The F/As had attempted to stop this item from coming on board at the door, but the FSM took it anyway.

The FSM rationalized his position:

1. It would probably not have made the flight if checked.
2. Chances are the FAA was not on board.
3. It would make the customer happy.

However he ignored and avoided the real issue.

1. The case was oversized, should have been checked, and an explanation given to the passenger.
2. His actions reinforced the customer's behavior. In other words, the customer now felt that he could bring the case on every flight.

THE MARSHMALLOW

People who use this style are called marshmallows.

QUESTION:	What do you think marshmallows are like?

ANSWER:

1. Soft
2. Cautious
3. Passive
4. Submissive
5. Weak

Have you ever flown with a marshmallow?

1. Those who use the marshmallow approach take the path of least resistance. They choose simply to go along and comply with the demands of others, regardless of how unreasonable the demand. They don't want to "rock the boat."

2. Marshmallows sometimes internalize their frustrations and anger. Unlike the machine gun, who causes stress for others, the marshmallow causes stress for himself.

3. They give all outward signs of being accepting and accomodating, yet they may be angry inside. They may also be afraid. They may be afraid of taking a stand and jeopardizing what appears to be a stable, peaceful environment.

   Avoiding the issue is not helpful nor is it desirous in most communication.

   Marshmallows are passive, not assertive.

   Both marshmallows and machine guns practice the third BAD habit.

THE THIRD BAD HABIT

INSTRUCTOR: Point to prepared poster. (Dismissing)

That habit is dismissing the feelings, attitudes and values of the other person.

When you discount what someone is saying, what you are telling that person is that you don't care about them.

QUESTION: Can you think of any ways in which we do this?

ANSWER:

1. Interupting
2. Ignoring
3. Putting others down
4. Using sarcasm

QUESTION: Who is more likely to be interupting and sarcastic? The marshmallow or the machine gun?

ANSWER: The machine gun.

Neither of these two types practice good communication skills. Their messages never get through. They've never taken the time to form good habits and consequently only have BAD ones. They block, they avoid, they dismiss.

CLIMBING OUT OF THE TRAP

III. CLIMBING OUT OF THE TRAP

The ideal communicator is neither a machine gun nor a marshmallow. But someone in between.

Let's call him the Target Shooter.

INSTRUCTOR: Point to prepared poster. (the bull's eye)

THE TARGET SHOOTER

A. THE TARGET SHOOTER

The strategy of the target shooter is to take aim carefully, send the arrow and hit the bull's eye. The target shooter is assertive.

QUESTION: What do you think "assertive" means?

INSTRUCTOR: Solicit comments from class. Contrast assertive versus aggressive.

The expert's define assertiveness as "the direct communication of one's needs, wants, and opinions without punishing, threatening, or putting down the other person."

Unfortunately it's a word that has been misunderstood. The machine guns have given it a bad press. Contrary to popular opinion, assertion is not primarily a way to get what you want, nor is it a way of controlling or manipulating others.

When you are communicating with your crews you can also be assertive. Aim the message carefully. If you do not aim carefully, you will miss the mark.

EXAMPLE: If only one Flight Attendant seems to disappear during pick-up, you do not need to talk to everyone. However, talking to everyone is what some FSMs do.

A typical response by this type of FSM in the next briefing would be to say something like,

> "pick-up went a little slow yesterday. Remember none of us are finished until we're all finished."

QUESTION: How do you think the other crew members would feel?

1. Unjustly reprimanded
2. Angry
3. Resentful

QUESTION: Do you think the person who keeps getting lost would get the point?

ANSWER: No.

QUESTION: What would have been a more appropriate approach?

ANSWER: The FSM could have spoken to the F/A alone.

Exactly. Good target shooters aim messages accurately. In this case, the message missed the mark.

Now I can't say that the FSMs who do this are totally wrong. They do address the problem. However, they avoid the real issue (Bad habit) and dismiss the feelings of the other crew members who are doing their jobs correctly.

In this case, the behavior didn't match the situation.

Dr. Paul Hersey wrote a book called The Situational Leader. In this book he stresses that effective leaders avoid stereotyping others. Instead, they judge each individual and each situation independently.

You need not follow the same behavior pattern in all situations.

In fact, to do so in every case is wrong. One of Dr. Hersey's principles is that a person need not be assertive in every position. The effective communicator learns to judge the situation and chooses behavior accordingly.

Professor Merna Galassi and Professor John Galassi, both educators at major colleges in North Carolina wrote a book entitled, Assert Yourself. It is a training manual for facilitators, instructors, or individuals who wish to master the skills of assertiveness training. Much of our remaining discussion will center on their findings.

Assertive behavior is learned and specific. It isn't something you're born with like red hair or blue eyes. Rather, it is something you acquire.

It is not a means of solving all leadership problems. It is simply a means of having direct and honest communication between individuals.

Target shooters use assertive behavior.

It would be so easy for you as Flight Service Managers, or for leaders everywhere, if there were a magic formula that could be applied to every situation. But there isn't. Like any other skill, effective, assertive leadership becomes easier the more you understand and practice the skills involved.

INSTRUCTOR: Point to prepared poster. (Definition of Assertiveness)

DEFINITION OF ASSERTION

B. DEFINITION OF ASSERTIVENESS

Assertion is the direct communication of one's needs, wants, and opinions without punishing, threatening, or putting down the other person. It also involves standing up for your legitimate rights without violating the rights of others.

I like to think that the marshmallows and the machine-guns are poor leaders because they never learned the correct things to say and do.

They only have bad habits such as blocking, avoiding, and dismissing.

Our target shooter, on the other hand, is very comfortable practicing assertive behavior.

SENDING ASSERTIVE MESSAGES

C. SENDING ASSERTIVE MESSAGES

Effective leaders are comfortable sending assertive messages.

INSTRUCTOR: Point to prepared poster. (See, feel, think, needs)

"This is what I see"

"This is what I feel"

"This is what I think"

"This is what needs to be done"

These statements are all assertive statements. They are adult, non judgmental, non aggressive.

As a Flight Service Manager you might need to make statements just like these sometimes. If you are comfortable being assertive it will be easy.

Let's look at the ways in which some FSMs used assertive behavior.

SLIDE/TAPE

IV. A LESSON LEARNED

INSTRUCTOR: Turn on slide/tape.

A. SITUATIONS ON THE JOB

SITUATION ONE: Briefing

FSM: Hi, I'm Diane Moyer, your Flight Service Manager today. The first leg should be pretty easy. Our load is light and the service is just a snack.

F/A: Listen Diane, I've been flying this all month and I'm senior. Can I go ahead and sign the sheet? I need to make a phone call.

FSM: I'd rather you stayed. We'll be finished in a few minutes and I think it's important that we all hear the same information.

F/A: Ok.

SITUATION TWO: Carts

FSM: Jan, do you have that sheet I gave you in briefing? You know, the one that has the cart order on it?

F/A: Yeah, it's here someplace. Why?

FSM: We don't have space for the ones that are coming now. But if you send them up according to that sheet everything will be all right.

F/A: Ok. Send that one back down and I'll get the other carts ready.

SITUATION THREE: Liquor Service

FSM: Hey, what's going on?

F/A #1: We're setting up. The food carts should be ready in a minute.

FSM: But we have a separate liquor service first.

F/A #2: You're kidding. Our other Service Manager never did one. We've been combining all month.

FSM: Have you been full?

F/A #1: Yeah.

FSM: Well that's the reason why. But our load is light today and we've got a long flying time. And *it is* a scheduled service. Besides, two people have already asked me for drinks.

F/A #1: Ok. If that's what you want.

FSM: It is. I'll go down and tell Leslie while you set-up.

SITUATION FOUR: Galley

F/A #1: Boy I'm really starved.

F/A #2: Yeah. I thought we'd never finish.

FSM: Hi. So this is where everybody is. I noticed there wasn't anybody in the back. Would one of you go and keep an eye on things?

F/A #2: We just left for a minute. This is the first time we've had a chance to eat.

FSM: I know. I haven't eaten either. But I think someone should be in the back all the time.

F/A #1: Ok. I'll go back now Tina. When you're through come get me.

FSM: Thanks.

INSTRUCTOR: Turn off slide/tape.

Can you see yourself going through anything similar?

All of these FSMs expressed their feelings.

People have a right to express their feelings, but they also have a responsibility to listen to the opinions and feelings of the other person. When people really listen to each other and respond, then communication is effective. It breaks down when we allow our BAD habits to take control.

In these encounters the FSMs took six specific steps which helped them on the job. An easy way to remember these steps is to remember the word LEARNS.

INSTRUCTOR: Point to prepared poster.

L - level, be specific

E - explain your feelings

A - assert/not insist

R - recognize the feelings of others

N - never say never - avoid absolutes

S - show the impact on the group
state a solution

LEARNS

B. STEPS TO LEARNING ASSERTIVE BEHAVIOR

Let's look at each of these actions separately. Our first step is to LEVEL.

1. Level

QUESTION: What is leveling?

ANSWER: Being honest
Saying what you mean

That's right. We so often don't say what we really mean. If our comments are concise, specific, and to the point the message is more apt to hit the target.

QUESTION: How would you level with a F/A who left the change fund in the lav?

ANSWER: "Beth, I found your change fund in the lav. I can't help but think you were careless. If someone had found the money and taken it, our count would have been twenty dollars short."

The second step is EXPLAIN.

2. Explain

When you express your feelings you don't have to justify or make excuses. You have a right to express your opinion. When you qualify or make excuses you weaken the impact of your message. Marshmallows make excuses.

Target shooters EXPLAIN what needs to be done.

Listen to the following statements.

EXAMPLE: "Look, we all know Quality Control is out there. The company expects you to meet their standards and so do I."

Vs

"Look, we all know Quality Control is out there. Personally, I could care less whether you wear your smock or not. But they say it's important."

See the difference? Excuses weaken the message. Explanations strengthen them.

QUESTION: Can anyone remember how the FSMs we saw earlier on the slides took our first step - LEVEL?

What about step #2 - EXPLAIN?

How did they explain what they wanted?

That brings us to step number three - ASSERT.

3. Assert

We've talked a lot about this today. Assertive does not mean being agressive. It just means saying what you think, feel, see, and want to be accomplished.

QUESTION: How did the FSMs on our slides practice assertive behavior?

Suppose you were the FSM on a DC-9 flight from STL-DCA. American has cancelled and you are getting all of their passengers. Every seat will be filled. You look on the jetway and see an x-cap standing there. The x-cap has a garment bag, crew kit, totebag and purse.

QUESTION: How would you handle this?

ANSWER: "Hi, I'm Jane Doe, the FSM, you probably can't tell from there but we are really filling up. I'm afraid you will have to ride the jumpseat.

I see that you have several bags. You need to check some of them. I'll get the bag tags."

In order to cope with this sticky situation the FSM needed to LEVEL, EXPLAIN, ASSERT.

The next step is to RECOGNIZE the feelings of others.

4. Recognize

Acknowledging the position of the other person is vital to most communication. There may be times, such as in an emergency, when you must take total charge. In that case the direction would be only one way. But those encounters are rare. What you are going to face every day are small encounters with employees, passengers and other F/As. Recognizing their feelings is important.

Suppose one of your crew members was responsible for selling headsets on a 1011 flight. You didn't have L2B so R3 was at the boarding door with you. That left L3 all alone in back.

When you started the safety announcement L3 wasn't ready.

After takeoff L3 approached you and said "You started that announcement early didn't you?"

QUESTION: What would you say to L3?

ANSWER: No, I didn't. I know that boarding was very hectic and you were all alone. I can see how easy it was to forget to pull out your demo equipment."

Effective leaders always try to recognize the point of view of the other person. They also practice our fifth step - avoiding the word NEVER.

5. Never

Never say never. Using words like *always*, *should*, and *must* really block communication. These words tell the other person that you have already made up your mind and are not interested in what they have to say.

EXAMPLE: "Darn it Tracey, you're *always* in the lav when pick up starts."

QUESTION: Did the FSM who was flying to West Palm Beach take this step?

ANSWER: No

QUESTION: What did she say to the agent?

ANSWER: "Look, we always have a problem here."

Skilled communicators LEVEL, EXPLAIN, ASSERT, RECOGNIZE, and NEVER say never.

They also take the last step when necessary:

1. showing how individual behaviors affect the group.
2. stating a solution.

QUESTION: Suppose you had someone who talked continually during briefing. How could you show the impact of their behavior on the group?

ANSWER: "Chris, when you talk during briefing it stops people from hearing the bidding.

You are centering on the behavior, not the individual. When you attack the individual, conflict occurs.

Stating a solution is the ideal way to end any encounter. The solution should be specific and reasonable.

QUESTION: How would you state a solution to this problem?

ANSWER: "I'd like you to stop talking until we're through."

Taking these steps isn't always easy, but if you practice them I think you'll find that your role as a FSM will be less stressful and your messages will hit the mark more often.

ROLE PLAY GROUPS

V. SKILL PRACTICE

VI CONCLUSION:

Learning new things to say and do is never easy. It all starts with one good habit. Recognizing our **BAD** habits, Blocking, Avoiding, Dismissing. Once you've done this, you can move on to taking six assertive steps: LEVEL, EXPLAIN, ASSERT, RECOGNIZE, NEVER, SHOW/SATE.

But when you become more comfortable with these steps, things will get easier. I bet that if you choose to act in the ways we've discussed today, your crews will have a greater respect for you and that you will have a greater respect for yourself.

Remember, your behavior influences the behavior of the other person. No two people and no two situations will be identical. But the most effective communicators care about people, care about results, and care about successful solutions.

OBSERVER CHECKLIST

Place a checkmark by the steps you saw/heard the FSM take.

If you saw/heard a behavior more than one time, place an additional checkmark in the yes space.

1. LEVELING (making specific statements)

yes______ no_____

2. EXPLAINING (feelings)

yes______ no______

3. ASSERTING (not insisting)

yes______ no______

4. RECOGNIZING (the feelings of others)

yes______ no______

5. NEVER SAY NEVER (avoid absolutes)

yes______ no______

6. SHOW/STATE (the impact on the group, a solution)

yes______ no______

COMMUNICATION ON THE JOB

SITUATION #1: You are the observer.

The situation happens on a 727 stretch dinner flight. The load is 3 and 132.

The F/A is a reserve who is non routine. As a result, the reserve's spread days have been moved. The F/A is angry and tired. This F/A is working First Class After finishing the F/C service, the F/A sits down to eat.

The FSM finds the F/A eating while the other crew members are still working.

SITUATION #2: You are the FSM.

You are on the last day of a four day trip. You've had Houston layovers for the last three nights. In fact, that is why you bid the trip. You live there.

You are thankful that you are not flying with the extra F/A all month. This F/A has a habit of teasing you about being a FSM. This F/A is constantly asking you to correct duplicate seat assignments, calm down irate customers, etc. It seems as though this F/A can do nothing on his (her) own.

SITUATION #3: You are the Flight Attendant.

You are working First Class aisle (R1) on a 1011. The flight is a turnaround JFK-TPA-JFK.

Because the liquor kits go round trip, the FSMs you have been flying with all month just collect the papers on the last leg.

This is fine with you since you think filling out F/C papers is a waste of time.

COMMUNICATION ON THE JOB

SITUATION #1: You are the Flight Attendant.

You are working First Class on flight #272 STL-DCA. You are a reserve and have been flying every day.

You were supposed to start your spread days tonight but you went non routine. Scheduling moved your spread and now it doesn't start for two more days.

This will cause you to miss a family wedding.

You only have three passengers in F/C and you just want to sit down, eat in peace and try to get yourself together.

SITUATION #2: You are the observer.

Both the FSM and the F/A are on the third day of a four day trip. All layovers have been in Houston. They have all been only 9 hours. The FSM doesn't mind he/she lives there. The F/A is angry because the hotel is thirty minutes from the airport and wants the FSM to write it up.

SITUATION #3: You are the FSM.

You are working a 1011 turnaround JFK-TPA-JFK.

The seat belt sign is on for the approach to TPA and you haven't gotten the First Class liquor papers from R1.

COMMUNICATION ON THE JOB

SITUATION #1: You are the FSM.

You are working flight #272 STL-DCA. The aircraft is a 727 stretch and you have a load of 3 and 132. The service is a hot meal and the flying time is 1:30.

When you go up to First Class to get a pot of coffee you notice R1 is sitting down eating.

SITUATION #2: You are the Flight Attendant.

You are on the last day of a four day trip. You have just had your third 9 hour layover in a row. You have laid over in Houston all three nights and the hotel is thirty minutes from the airport.

You want the FSM to write it up. You know that, according to the contract, the hotel should be within 15 minutes driving time from the airport.

Besides, the FSM makes more money than you do.

SITUATION #3: You are the observer.

The flight is a 1011 turnaround from JFK-TPA-JFK. The liquor kits go round trip. The seat belt sign is on for the approach into TPA and the FSM has not gotten the liquor papers from the F/A working First Class.

Appendix I

Instructional Materials Third Set

COMMUNICATION ON THE JOB

OBJECTIVE: During classroom discussion and lecture, the students will identify behaviors which block effective communication.

After viewing a slide/tape communication model the students will identify behaviors which aid communication.

During role play activity, the students will demonstrate an ability to use those behavior techniques which help the communication process. They will follow the steps of Leveling, Explaining, Asserting, Recognizing, Never saying never and Stating a solution.

MATERIALS:

1. Prepared Posters
2. Blank Flip Chart, Marker
3. Boarding Slide/Tape
4. Communication Slide/Tape
5. Situation Sheets
6. Observer Checklists
7. Test

TIME: 2:30

I. INTRODUCTION
  - A. Overview of class
  - B. Statement of Objectives
  - C. The FSM as a communication center
  - D. Information processing

II. BARRIERS TO EFFECTIVE COMMUNICATION
  - A. Communication patterns (slide/tape)
  - B. The machine gun
  - C. The marshmallow
  - D. The target shooter

III. A LESSON LEARNED
  - A. Situations on the job (slide/tape)
  - B. Steps to assertive behavior
  - C. Sending assertive messages

IV. SKILL PRACTICE

V. CONCLUSION

VI. LEARNING EVALUATION

I. INTRODUCTION

All of you are here because you are making a change. For some, the change is returning to a role you've had in the past. For others, the change is taking on a new responsibility.

Regardless of whether you are returning to the position, or entering it for the first time, I think you'll all agree that being a Flight Service Manager is not an easy job. Like most jobs, it has rewards, frustrations, and challenges.

You probably feel most rewarded when a flight has gone well and both crew and customers are happy.

And you probably feel most frustrated when things are going badly. Sometimes the service falls apart, or a passenger gets angry, because our communication process fails.

We communicate with each other in many different ways. Sometimes it's written - a bulletin, a notice, a sign. Sometimes it's silent - a look, a shrug, a shake of the head. And sometimes it is verbal - a question, a shout of joy, an angry remark.

As FSMs you communicate with a large number of people. These interactions can be positive or negative. The things each person says and does, the behavior patterns, influence the outcome.

Bad communication habits often result in misunderstandings, hurt feelings, frustration, and a failure to get the job done. Effective communication patterns, on the other hand, result in our feeling successful, confident and fulfilled.

OVERVIEW OF CLASS

A. OVERVIEW OF CLASS

During the next two and one half hours we will examine:

1. The Flight Service Manager's role in communication.
2. Some real life situations encountered on the job.
3. Obstacles which get in the way when we communicate with others.
4. Ways to avoid those obstacles.

STATEMENT OF OBJECTIVES

B. STATEMENT OF OBJECTIVES

1. During class today you will have a chance to identify behaviors which interfere with effective communication.
2. Together, we will discover six steps you can take which will help you become better communicators.
3. You will also get a chance to practice specific communication patterns which you can use on the job.

THE FSM IS THE COMMUNICATION CENTER

C. THE FSM IS THE COMMUNICATION CENTER OF THE PLANE

The Flight Service Manager is really the communication center for the entire plane. Keeping everyone informed is not an easy task. If just getting an accurate meal count on a DC-9 is a challenge, imagine the challenge facing you on a transatlantic 747!

BOARDING SLIDE/TAPE

Let's look at a typical communication pattern that we often see on the job.

INSTRUCTOR: Turn on boarding slide/tape.

SYNOPSIS OF SLIDE/TAPE

NOTE: This is a depiction of those hectic moments prior to passenger boarding. Voice-activated slides are used.

END OF SLIDES

INSTRUCTOR: Turn off slide/tape.

QUESTION: Who were the different people communicating with the FSM?

ANSWER:
1. Agents
2. F/As
3. Rampservice
4. Cockpit

QUESTION: Is communicating with these people always easy?

ANSWER: No.

We most often communicate with them during the "heat of the battle." And when everyone feels pressured and stressed out, our efforts to communicate with each other can fail.

In order to be effective, communication needs to be two-way. The information must flow back and forth with each person having a chance to receive and send information.

D. INFORMATION PROCESSING

INSTRUCTOR: Point to prepared poster.

Our bodies depend on the transfering of information, signals and fluids to keep them running. When the eye sees something like a television commercial, it transfers that image to the brain.

The brain receives it and decides to take action. The hands and feet now receive the message from the brain and propel you into the kitchen for ice cream!

Just like images and messages, fluids are transferred also. One important fluid is blood. If the blood cannot flow through our system freely, then our hearts don't pump as well. When we eat fatty foods, high cholesterol levels form plaque that prevents our blood from moving unobstructedly through our arteries.

The arteries are channels carrying fluids the body needs. When the lines get clogged, trouble begins.

Our conversations can be seen the same way. Instead of arteries carrying fluid, we use words to carry ideas and messages. And just like the artery, when the lines get clogged, trouble begins.

The things we say and do can either help or hinder that process.

BARRIERS

II. BARRIERS TO EFFECTIVE COMMUNICATION

Sometimes communication fails because of obstacles which are in the way.

QUESTION: What are some obstacles you've encountered?

ANSWER: 1. Noise

2. Space

3. Time

4. F/A attitude

INSTRUCTOR: Continue facilitating discussion until class identifies both physical barriers as well as behavioral ones. Write their answers on a flip chart.

There is not a lot we can do about noise and space, but we can do something about the other things that get in the way.

Barriers come in all sizes. Just like soft drinks. Small, medium, large.

The largest barriers are those we create ourselves.

We accuse passengers of carrying on excess baggage but I think we are sometimes just as guilty. Only our carry on baggage isn't as obvious as a suitcase or a guitar. Our carry on baggage is hidden.

We bring attitudes, feelings, and fears on board.

As a Service Manager, you are the person who must deal with all of these. It's not easy, but just recognizing them is the first step toward overcoming them.

Attitudes, feelings, and fears cause people to communicate in certain patterns. Let's look at some of them.

When communication fails, it is due to BAD habits.

INSTRUCTOR: Point to prepared poster (Blocking, Avoiding, Dismissing)

COMMUNICATION PATTERNS

A. COMMUNICATION PATTERNS

Dr. Brent Ruben, a professor at Rutgers University, studies communication patterns. He feels that people communicate in three styles. The first is the machine gun.

The machine gun is aggressive.

At the opposite extreme is the marshmallow. The marshmallow is passive.

The target shooter is the most effective communicator. He/she aims messages carefully and hit the bulls´eye every time. Target shooters are very comfortable using assertive patterns of behavior.

QUESTION: What do you think "assertive´ means?

INSTRUCTOR: Solicit comments from class. Contrast assertive versus aggressive.

DEFINITION OF ASSERTIVENESS

The experts define assertiveness as "the direct communication of one´s needs, wants and opinions without punishing, threatening, or putting down the other person."

Unfortunately it´s a word that has been misunderstood. The machine guns have given it bad press.

THE MACHINE GUN

B. THE MACHINE GUN

Let´s examine the communication patterns used by the machine gun.

QUESTION: Have you ever known a machine gun?

What were they like?

How did you communicate with them?

INSTRUCTOR: If the students communicated by using an assertive behavior pattern, reinforce their style.

If they were aggressive, point out that perhaps they were also machine guns.

If they used a passive style, point out the marshmallow pattern.

1. **MACHINE GUNS PUSH!** Those who use this approach tend to say what is on their minds regardless of the consequences. Machine guns have no difficulty speaking up in public and in fact may be seen as highly verbal and outgoing. In some cases they may be threatening.

   Machine guns often get their way but they leave people feeling resentful and angry.

2. **MACHINE GUNS CONTROL!** They try to force their ideas onto other people. They do not just try to persuade, they try to take over.

3. **MACHINE GUNS ARE POWERFUL!** They want to use their authority over others and dominate them. Thus, they use the words "my way" a lot.

   If you were to use the machine gun style with your crew, chances are you might get compliance. But you would not have a team. They would be united against you instead of with you.

4. **MACHINE GUNS BARREL AHEAD!** They ignore the other person's feelings. They are aggressive rather than assertive. They let others know very quickly where they stand and what they expect. But they also seem

self-centered. Machine guns create stress for others.

Machine guns have a bad habit. They BLOCK out other people.

Football players use their size and strength to block members of the opposing team. Machine guns use words and actions.

INSTRUCTOR: Point to the word (BLOCK)

As a FSM you might have a machine gun on your crew. If you react to that person by becoming angry, rigid, and controlling, then you have become just like them.

On the other hand, if you react too passively they will shoot you down.

Let's look at that passive style of communication.

THE MARSHMALLOW

C. THE MARSHMALLOW

QUESTION: Have you ever known a marshmallow?

What were they like?

Do you think the marshmallow would make an effective FSM?

ANSWER: No

QUESTION: Why?

ANSWER: They could never lead their crews.

That's right. This type of FSM isn't comfortable being assertive. They would rather avoid issues.

Avoidance is characterized by withdrawal. People use this to deny a problem or to rationalize their position.

For instance, I once saw a Service Manager accept an over size piece of luggage and put it in the lower 1011 galley for take off and landing. The F/As had attempted to stop this item from coming on board at the door, but the FSM took it anyway.

The FSM _rationalized_ his position:

1. It would probably not have made the flight if checked.
2. Chances are the FAA was not on board.
3. It would make the customer happy.

However he ignored and avoided the real issue.

1. The case was oversized, should have been checked, and an explanation given to the passenger.
2. His actions reinforced the customer's behavior. In other words, the customer now felt that he could bring the case on every flight.

Those who use the _marshmallow_ approach take the path of least resistance. They choose simply to go along and comply with the demands of others, regardless of how unreasonable the demand. They don't want to "rock the boat."

Marshmallows sometimes internalize their frustrations and anger. Unlike the _machine gun_, who causes stress for others, the _marshmallow_ causes stress for himself.

They give all outward signs of being accepting and accomodating, yet they may be angry inside. They may also be afraid. They may be afraid of taking a stand and jeopardizing what appears to be a stable, peaceful environment.

Avoiding the issue is not helpful nor is it desirous in most communication.

Marshmallows are passive.

INSTRUCTOR: Point to the word AVOID.

Just as machine guns BLOCK, marshmallows AVOID.

INSTRUCTOR: Point to the word DISMISS.

They both have another habit - DISMISSING the feelings of other people.

When you discount what someone is saying, you are telling that person you don't care about them.

For example, ignoring, interrupting, and making sarcastic remarks are all ways in which we dismiss other people's feelings.

Neither of these two types practice good communication skills. Their messages never get through. They've never taken the time to form good habits and consequently only have **BAD** ones. They block, they avoid, they dismiss.

When you add these letters together, they spell **BAD**. It might make it easier to recognize ineffective communication patterns if you remember that barriers are caused by **BAD** habits.

The ideal communicator has no **BAD** habits. The ideal communicator is neither a machine gun nor a marshmallow, but rather someone in between. This person is the target shooter.

THE TARGET SHOOTER:

D. THE TARGET SHOOTER

Target shooters are the most effective leaders. They are assertive and aim their messages carefully. They understand that if they don't, they miss the mark. Let me show you an example.

EXAMPLE: If only one Flight Attendant seems to disappear during pick-up, you do not need to talk to everyone. However, talking to everyone is what some FSMs do.

A typical response by this type of FSM in the next briefing would be to say something like,

> "pick-up went a little slow yesterday. Remember none of us are finished until we're all finished."

QUESTION: How do you think the other crew members would feel?

1. Unjustly reprimanded
2. Angry
3. Resentful

QUESTION: Do you think the person who keeps getting lost would get the point?

ANSWER: No.

QUESTION: What would have been a more appropriate approach?

ANSWER: The FSM could have spoken to the F/A alone.

Exactly. Good target shooters aim messages accurately. In this case, the message missed the mark.

Now I can't say that the FSMs who do this are totally wrong. They do address the problem. However, they avoid the real issue, and dismiss the feelings of the other crew members who are doing their jobs correctly.

In this case, the FSM's behavior didn't match the situation.

Dr. Paul Hersey wrote a book called The Situational Leader. In this book he stresses that effective leaders avoid stereotyping others. Instead, they judge each individual and each situation independently.

They don't follow the same behavior pattern in all situations.

In fact, to do so in every case is wrong. The effective communicator learns to judge the situation and chooses behavior accordingly.

Professor Merna Galassi and Professor John Galassi, both educators at major colleges in North Carolina wrote a book entitled, Assert Yourself. It is a training manual for facilitators, instructors, or individuals who wish to master the skills of assertiveness training. Much of our remaining discussion will center on their findings.

Assertive behavior is learned and specific. It isn't something you're born with like red hair or blue eyes. Rather, it is something you acquire.

It is not a means of solving all leadership problems. It is simply a means of having direct and honest communication between individuals.

Target shooters use assertive behavior.

It would be so easy for you as Flight Service Managers, or for leaders everywhere, if there were a magic formula that could be applied to every situation. But there isn't. Like any other skill, effective, assertive leadership becomes easier the more you understand and practice the skills involved.

Effective leaders are comfortable sending assertive messages.

INSTRUCTOR: Point to prepared poster. (See, feel, think, needs)

SENDING ASSERTIVE MESSAGES

"This is what I see"

"This is what I feel

"This is what I think"

"This is what needs to be done"

These statements are all assertive statements. They are adult, non judgmental, non aggressive.

As a Flight Service Manager you might need to make statements just like these sometimes. If you are comfortable being assertive it will be easy.

Let's take a moment and look at some situations which other FSMs encountered on the job.

III. A LESSON LEARNED

In these encounters the FSMs took six specific steps which helped them on the job. An easy way to remember these steps is to remember the word **LEARNS**.

INSTRUCTOR: Point to prepared poster.

L - level, be specific

E - explain your feelings

A - assert/not insist

R - recognize the feelings of others

N - never say never - avoid absolutes

S - show the impact on the group
state a solution

These behaviors are the steps to success.

INSTRUCTOR: Turn on slide/tape.

SLIDE/TAPE

A. SITUATIONS ON THE JOB

SITUATION ONE: Briefing

FSM: Hi, I'm Diane Moyer, your Flight Service Manager today. The first leg should be pretty easy. Our load is light and the service is just a snack.

F/A: Listen Diane, I've been flying this all month and I'm senior. Can I go ahead and sign the sheet? I need to make a phone call.

FSM: I'd rather you stayed. We'll be finished in a few minutes and I think it's important that we all hear the same information.

F/A: Ok.

SITUATION TWO: Carts

FSM: Jan, do you have that sheet I gave you in briefing? You know, the one that has the cart order on it?

F/A: Yeah, it's here someplace. Why?

FSM: We don't have space for the ones that are coming now. But if you send them up according to that sheet everything will be all right.

F/A: Ok. Send that one back down and I'll get the other carts ready.

SITUATION THREE: Liquor Service

FSM: Hey, what's going on?

F/A #1: We're setting up. The food carts should be ready in a minute.

FSM: But we have a separate liquor service first.

F/A #2: You're kidding. Our other Service Manager never did one. We've been combining all month.

FSM: Have you been full?

F/A #1: Yeah.

FSM: Well that's the reason why. But our load is light today and we've got a long flying time. And *it* *is* a scheduled service. Besides, two people have already asked me for drinks.

F/A #1: Ok. If that's what you want.

FSM: It is. I'll go down and tell Leslie while you set-up.

SITUATION FOUR: Galley

F/A #1: Boy I'm really starved.

F/A #2: Yeah. I thought we'd never finish.

FSM: Hi. So this is where everybody is. I noticed there wasn't anybody in the back. Would one of you go and keep an eye on things?

F/A #2: We just left for a minute. This is the first time we've had a chance to eat.

FSM: I know. I haven't eaten either. But I think someone should be in the back all the time.

F/A #1: Ok. I'll go back now Tina. When you're through come get me.

FSM: Thanks.

INSTRUCTOR: Turn off slide/tape.

Can you see yourself going through anything similar?

All of these FSMs were comfortable expressing their feelings.

People have a right to express their feelings, but they also have a responsibility to listen to the opinions and feelings of the other person. When people really listen to each other and respond, then communication is effective.

And these six steps are the key to effective communication.

LEARNS

B. STEPS TO LEARNING ASSERTIVE BEHAVIOR

Let's look at each of these actions separately. Our first step is to LEVEL.

1. Level

QUESTION: What is leveling?

ANSWER: Being honest
Saying what you mean

That's right. We so often don't say what we really mean. If our comments are concise, specific and to the point the message is more apt to hit the target.

QUESTION: How would you level with a F/A who left the change fund in the lav?

ANSWER: "Beth, I found your change fund in the lav. I can't help but think you were careless. If someone had found the money and taken it, our count would have been twenty dollars short."

The second step is EXPLAIN.

2. Explain

When you express your feelings you don't have to justify or make excuses. You have a right to express your opinion. When you qualify or make excuses you weaken the impact of your message. Marshmallows make excuses.

Target shooters EXPLAIN what needs to be done.

Listen to the following statements.

EXAMPLE: "Look, we all know Quality Control is out there. The company expects you to meet their standards and so do I."

Vs

"Look, we all know Quality Control is out there. Personally, I could care less whether you wear your smock or not. But they say it's important."

See the difference? Excuses weaken the message. Explanations strengthen them.

QUESTION: Can anyone remember how the FSMs we saw earlier on the slides took our first step - LEVEL?

What about step #2 - EXPLAIN?

How did they explain what they wanted?

That brings us to step number three - ASSERT.

3. Assert

We've talked a lot about this today. Assertive does not mean being agressive. It just means saying what you think, feel, see and want to be accomplished.

QUESTION: How did the FSMs on our slides practice assertive behavior?

Suppose you were the FSM on a DC-9 flight from STL-ORD. American has cancelled and you are getting all of their passengers. Every seat will be filled. You look on the jetway and see an x-cap standing there. The x-cap has a garment bag, crew kit, totebag and purse.

QUESTION: How would you handle this?

ANSWER: "Hi, I'm Jane Doe, the FSM, you probably can't tell from there but we are really filling up. I'm afraid you will have to ride the jumpseat.

I see that you have several bags. You need to check some of them. I'll get the bag tags."

In order to cope with this sticky situation you need to LEVEL, EXPLAIN, ASSERT.

The next step is to RECOGNIZE the feelings of others.

4. Recognize

Acknowledging the position of the other person is vital to most communication. There may be times, such as in an emergency, when you must take total charge. In that case the direction would be only one way. But those encounters are rare. What you are going to face every day are small encounters with employees, passengers and other F/As. Recognizing their feelings is important.

Suppose one of your crew members was responsible for selling headsets on a 1011 flight. You didn't have L2B so R3 was outside pulling tickets. That left L3 all alone in coach.

When you started the safety announcement L3 wasn't ready.

After takeoff L3 approached you and said "You started that announcement early didn't you?"

QUESTION:	What would you say to L3?
ANSWER:	No, I didn't. I know that boarding was very hectic and you were all alone. I can see how easy it was to forget to pull out your demo equipment."

Effective leaders always try to recognize the point of view of the other person. They also practice our fifth step - avoiding the word NEVER.

5. Never

Never say never. Using words like always, should, must really block communication. These words tell the other person that you have already made up your mind and are not interested in what they have to say.

EXAMPLE: "Darn it Tracey, you're always in the lav when pick up starts."

Skilled communicators LEVEL, EXPLAIN, ASSERT, RECOGNIZE, and NEVER say never.

They also take the last step when necessary:

1. showing how individual behaviors affect the group.

2. stating a solution.

QUESTION:	Suppose you had someone who talked continually during briefing. How could you show the impact of their behavior on the group?
ANSWER:	"Chris, when you talk during briefing it stops people from hearing the bidding.

You are centering on the behavior, not the individual. When you attack the individual, conflict occurs.

Stating a solution is the ideal way to end any encounter. The solution should be specific and reasonable.

QUESTION:	How would you state a solution to this problem?
ANSWER:	"I'd like you to stop talking until we're through."

Taking these steps isn't always easy, but if you practice them I think you'll find that your role as a FSM will be less stressful, and your messages will hit the mark more often.

ROLE PLAY GROUPS

V. SKILL PRACTICE

INSTRUCTOR: Pass-out observer check lists.

I am now going to pass out some checklists which outline the six steps to success - Level, Explain, Assert, Recognize, Never and State/Show.

You are going to form groups of three and practice these steps by role playing with each other.

I will give each group three pieces of paper. They are all different. Each person in the group take one sheet of paper.

Written on the paper are the roles you will play with each other. Each of you will be the observer in one situation, the FSM in another, and the F/A in a third.

1. When you are the FSM, your objective is to practice our six steps.

2. When you are the observer, record (on your observer sheet) each time the FSM was successful.

3. When you are the F/A, try to react as realistically as possible.

I'll give you an example.

INSTRUCTOR: Ask class to give you an example. Select an observer and a F/A. You act as the FSM.

Demonstrate model behavior.

After the demonstration, divide class into groups of three. Allow 20 minutes for role plays.

When finished, bring class together for comments.

Time permitting, you may want to have a group demonstrate one situation.

Time permitting, you may want class to create other situations and work through the steps as a group.

V. CONCLUSION:

Learning new things to say and do is never easy. It all starts with one step - LEVEL. Once you've done this, you can move on to taking the others: EXPLAIN, ASSERT, RECOGNIZE, NEVER, SHOW/STATE.

When you become more comfortable with these steps, things will get easier. I bet that if you choose to act in the ways we've discussed today, your crews will have a greater respect for you and that you will have a greater respect for yourself.

Remember, your behavior influences the behavior of the other person. No two people and no two situations will be identical. But the most effective communicators care about people, care about results, and care about successful solutions.

VI. TEST FOR LEARNING

INSTRUCTOR: Distribute test. Collect.

OBSERVER CHECKLIST

Place a checkmark by the steps you saw/heard the FSM take.

If you saw/heard a behavior more than one time, place an additional checkmark in the yes space.

1. LEVELING (making specific statements)

yes______ no_____

2. EXPLAINING (feelings)

yes______ no______

3. ASSERTING (not insisting)

yes______ no______

4. RECOGNIZING (the feelings of others)

yes______ no______

5. NEVER SAY NEVER (avoid absolutes)

yes______ no______

6. SHOW/STATE (the impact on the group, a solution)

yes______ no______

COMMUNICATION ON THE JOB

SITUATION #1: You are the observer.

The situation happens on a 727 stretch dinner flight. The load is 3 and 132.

The F/A is a reserve who is non routine. As a result, the reserve's spread days have been moved. The F/A is angry and tired. This F/A is working First Class After finishing the F/C service, the F/A sits down to eat.

The FSM finds the F/A eating while the other crew members are still working.

SITUATION #2: You are the FSM.

You are on the last day of a four day trip. You've had Houston layovers for the last three nights. In fact, that is why you bid the trip. You live there.

You are thankful that you are not flying with the extra F/A all month. This F/A has a habit of teasing you about being a FSM. This F/A is constantly asking you to correct duplicate seat assignments, calm down irate customers, etc. It seems as though this F/A can do nothing on his (her) own.

SITUATION #3: You are the Flight Attendant.

You are working First Class aisle (R1) on a 1011. The flight is a turnaround JFK-TPA-JFK.

Because the liquor kits go round trip, the FSMs you have been flying with all month just collect the papers on the last leg.

This is fine with you since you think filling out F/C papers is a waste of time.

COMMUNICATION ON THE JOB

SITUATION #1: You are the Flight Attendant.

You are working First Class on flight #272 STL-DCA. You are a reserve and have been flying every day.

You were supposed to start your spread days tonight but you went non routine. Scheduling moved your spread and now it doesn't start for two more days.

This will cause you to miss a family wedding.

You only have three passengers in F/C and you just want to sit down, eat in peace and try to get yourself together.

SITUATION #2: You are the observer.

Both the FSM and the F/A are on the third day of a four day trip. All layovers have been in Houston. They have all been only 9 hours. The FSM doesn't mind he/she lives there. The F/A is angry because the hotel is thirty minutes from the airport and wants the FSM to write it up.

SITUATION #3: You are the FSM.

You are working a 1011 turnaround JFK-TPA-JFK.

The seat belt sign is on for the approach to TPA and you haven't gotten the First Class liquor papers from R1.

COMMUNICATION ON THE JOB

SITUATION #1: You are the FSM.

You are working flight #272 STL-DCA. The aircraft is a 727 stretch and you have a load of 3 and 132. The service is a hot meal and the flying time is 1:30.

When you go up to First Class to get a pot of coffee you notice R1 is sitting down eating.

SITUATION #2: You are the Flight Attendant.

You are on the last day of a four day trip. You have just had your third 9 hour layover in a row. You have laid over in Houston all three nights and the hotel is thirty minutes from the airport.

You want the FSM to write it up. You know that, according to the contract, the hotel should be within 15 minutes driving time from the airport.

Besides, the FSM makes more money than you do.

SITUATION #3: You are the observer.

The flight is a 1011 turnaround from JFK-TPA-JFK. The liquor kits go round trip. The seat belt sign is on for the approach into TPA and the FSM has not gotten the liquor papers from the F/A working First Class.

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